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ABSTRACT

The 59th in a series of reports on national collegiate enrollments, this report includes statistics, interpretations, and trends in enrollment in four-year and related institutions for 1978-79. The institutions surveyed included four-year and upper division colleges, universities, and other baccalaureate degree-granting schools, graduate, professional, and theological schools; and those two-year collegiate-level institutions administered by the institutions in the above categories. Total enrollment for the year showed a decrease of .3 percent. The loss occurred primarily in public institutions. Total full-time student enrollment was down .9 percent for 1978-79 while part-time enrollment was up by 1 percent. When the results of this study are interrelated with those of two-year college studies, the reported grand total in all 2,588 collegiate-level responding institutions was 10,625,562. Enrollment projections are also discussed and a glossary of terms is provided. (SF)

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COLLEGIATE ENROLLMENTS IN THE U.S. 1978-79

GARLAND G. PARKER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COLLEGIATE ENROLLMENTS IN THE U.S., 1978-79
STATISTICS, INTERPRETATIONS, AND TRENDS IN 4-YEAR AND RELATED INSTITUTIONS

GARLAND G. PARKER

This is the 59th annual report on national collegiate enrollments in a series published since 1975 by The American College Testing Program (ACT) as ACT Special Reports. Prior to 1975, these annual studies appeared in *School & Society* for the academic years 1919-20 through 1971-72, and in *Intellect* for 1972-73 and 1973-74. For this 1978-79 study, the 1,633 responding institutions in the U.S., Puerto Rico, and related territories reported 7,077,542 grand total collegiate-level credit-hour students. Of these, 4,961,407 were full-time and 2,116,135 were part-time enrollees.[1] The institutions surveyed included 4-year and upper-division colleges, universities, and other baccalaureate degree-granting schools; graduate, professional, and theological schools; and those 2-year collegiate-level institutions administered by the institutions in the above-indicated categories that have regional association, professional organization, and/or state agency or board recognition, approval, or accreditation. The annual series in which this report appears provides the longest continuum of national studies on American collegiate enrollments under nongovernmental sponsorship. The premise in this report and its companion study on 2-year institutions is that their continuity, comprehensiveness, interpretive commentary, and timely publication provide valuable and otherwise unavailable information that facilitates planning in postsecondary education and related areas.

Since 1972-73, ACT has sponsored the publication of a parallel report on enrollments in American 2-year postsecondary institutions; such a study for 1978-79 will be published as ACT Special Report Twenty-six.[2]

Although about 84% of the eligible schools responded, the institutional coverage is not universal and the actual units surveyed vary somewhat from year to year. In order to provide maximum validity of comparisons by year and category, it is necessary to cite percentage changes that reflect data only from comparably reporting institutions. This permits

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Although this report is published by The American College Testing Program, the author assumes responsibility for the data, interpretation, opinions, and conclusions in it.

[1] Definitions of the student, faculty, and institutional classifications used in this report are stated on pp. 23-25.

[2] This study of 4-year and related institutions, the companion report on 2-year institutions for 1978-79, and comparable reports for the years from 1974-75 through 1977-78 may be secured for $2.00 each from ACT Publications, P.O. Box 168, Iowa City IA 52243.

totals in like schools to be compared on a year-to-year basis, rather than only with enrollment gross totals reported in successive years. Unless otherwise noted, therefore, percentages cited relate to schools with comparable data bases, but actual enrollments are listed in the tables and commentary.

Grand total enrollments show slight decrease of .3%. In a year when demographic data would have supported at least a modest increase, it is significant that grand total enrollments actually declined in number. After a loss of .8% in 1976-77, the first grand total decline in 25 years, and a small increase of 1.6% in 1977-78, grand total enrollments in those units reporting comparably for 1978-79 among the 1,633 4-year and related institutions surveyed showed a loss of .3%. Grand total enrollments and percentage changes in 4-year and related schools by categories, as defined on p. 24, were as follows: 153 unitary system units, 1,863,192, -1.1%; 140 public-complex, 1,988,042, -.5%; 78 private-complex, 786,277, +.4%; 271 multipurpose, 1,310,762, -.6%; 672 arts and sciences, 859,930, +.8%; 37 music, fine, and applied arts, 23,428, +.2%; 53 independent law, medicine, and allied health, 38,798, +2%; 70 technological, business, and related schools, 156,818, +2.2%; 54 Bible colleges, 22,131, -1.8%; and 105 theological schools, 28,214, +2.6%.

In a year when the grand total decrease is .3%, it is of interest to note that there were enrollment increases in six of the institutional categories: the theological schools; the independent technological, business, and related schools; the independent law, medicine, and allied health schools; the arts and sciences colleges; the private-complex universities; and the music, fine, and applied arts schools, with respective gains of 2.6%, 2.2%, 2%, .8%, .4%, and .2%. It is significant that the losses in enrollments occurred primarily in the public institutional groups as follows: unitary state systems, 1.1%; public-complex universities, .5%; and multipurpose units, .6%. In the private school classifications, only the Bible colleges declined, with a drop of 1.8%. The grand total enrollment developments will be discussed further in subsequent segments of this study.

The full-time student story reflects a loss of .9%. As the nation readies itself for a long period of demographic decline in the college-age population, the performance of full-time students in the enrollment columns becomes increasingly important. Although it is rightfully and necessarily so that increasing attention in the 1970s has been given to the recruitment of and programming for part-time students, developments pertaining to full-time students have had and still have a fundamental impact upon the operation of and planning for the nation's higher education system. Therefore, full-time students historically have been a subject of prime emphasis in this series of enrollment studies. It is the full-time student continuum that serves as the prime source of the country's trained business administrators, clergy, doctors, engineers, lawyers, nurses, pharmacists, teachers, and other professional personnel and leaders in a wide range of fields. In the past, the focus was usually on full-time enrollees as the institutions undertook basic planning concerning programs, faculty, facilities, and finance. While part-time students will merit increasing attention in these exercises, full-time students undoubtedly will continue to be of major importance even in the next decade when all demographic barometers point to a decline in their numbers. In support of the above observations, the data for 1978-79 show that in 1,633 reporting institutions and systems there were 4,961,407 full-time students, accounting for a loss of .9%. It is important

to note that this number still comprised 70% of all enrolled students, in comparison to 70.7% in 1977-78. The percentage loss for 1978-79 compares with a modest growth of 1.3% in 1977-78 and a minimal rise of .2% for 1976-77. Full-time enrollments of men and women for each reporting institution are shown in Tables 1-10. In subsequent paragraphs, analyses of enrollments by institutional categories will be presented.

Unitary state systems report slowdown in full-time enrollments—down by .8%. One of the most fundamental developments in higher education in the last 25 years has been the emergence of the great unitary state systems. As defined for this study, these systems include all higher education units or campuses governed centrally by statewide boards of commissioners, directors, regents, or trustees, and administered by presidents or chancellors with statewide system responsibilities. To our knowledge, these annual reports are the only source of comparative statistical data gathered continuously over a period of years and accompanied by interpretive commentary that pertains to enrollments in these great unitary state systems. Actual tabulations of their enrollments have been published since 1970-71.

Now accounting for 26% of the total enrollees in all 1,633 institutions reporting for this study of 4-year and related institutions, the unitary state systems clearly occupy a position of great importance in higher education. The advantages often attributed to such statewide organizations are the lessening of program duplication, the coordination of admissions and financial aid policies, and various administrative economies. Alleged disadvantages that sometimes appear to hamper their educational activities are a lessening of institutional capacity to adjust quickly to variable and local needs, a reduced sensitivity to personal or individual problems, and less flexibility in data management policies or procedures than may be the case in smaller and/or less structured units or systems. After 19 years of work with enrollment studies, the author is keenly aware of an increase in reporting delays, a decline in the capacity to provide variable data items, and a growing bureaucracy that often hampers communication and delays the delivery of enrollment reports. Indeed, were it not for the delay experienced in securing reports from some of the large unitary state systems and a few of the large public and private universities, this report could be published one or two months earlier than now is possible. Nevertheless, this author recognizes and is thankful for the cooperation and enthusiastic support of most of the reporting officers in the unitary systems. In the final analysis, their reports are invaluable in making this study more comprehensive and meaningful than it otherwise would be.

In the 153 unitary state systems reporting for the study, there were 1,249,179 full-time students, a loss of .8% over 1977-78. Actual enrollments in these systems are cited in Table 1. In the companion ACT Special Report Twenty-six, enrollment information for the two-year colleges included in state systems will be presented.

Public-complex universities show sag in enrollments—down by 1.7%. Following a .2% loss in 1976-77 and a 1.2% increase in 1977-78, the 140 large public-complex universities reporting for 1978-79 showed a sag of 1.7% in their full-time student count of 1,419,531. This movement suggests that these often very large and sometimes prestigious public institutions still are adjusting their enrollments to the demographic, competitive, and financial

factors that have been affecting their environment so significantly. As has been reported in these columns in recent years, this adjustment process is going on for a number of reasons, including (1) legislative mandates as to size, (2) imposition of state subsidy quotas, (3) paring of some academic programs for budgetary reasons, (4) a hesitance to approve new and costly programs in a potentially declining student economy, (5) fee increases that have deterred enrollments, (6) the slowdown of the rate of increase in, and perhaps the cresting of, the annual number of high school graduates, (7) an apparent increase in the preference of many students for smaller-campus environments, and (8) increased competition with private as well as other public institutions. These giant public universities are poised at a very critical moment in their history; they very well may have, or soon will have, passed their peak in terms of the total numbers of students they serve each year. How they will adjust further to the change factors noted above in the higher education marketplace will have much influence on the nation's higher education delivery system in the coming decade. The enrollment counts for the public-complex universities are displayed in Table 2.

Private-complex universities rise by almost 1%. In contrast to their large public counterparts, the 78 reporting large private-complex universities, with a full-time student total of 537,505, registered a gain in full-time students of .9%. With gains of 1.4% in 1976-77 and 2.1% in 1977-78, this is the third successive increase year for this group, which includes most of the great and prestigious private institutions in the land. The results for 1978-79 offer additional support for the premise set forth in these columns over the years that the private-complex institutions, while not unaffected by the increasingly competitive circumstances in academia, can more nearly control the student populations they wish to register on their campuses. Many of the private-complex universities are famous not only for their academic and scholarly quality and achievements but also for their service in training a significant percentage of our leaders in business, industry, government, the professions, and other important areas. Enrollment tabulations for the private-complex schools appear in Table 3.

Multipurpose institutions report full-time student decline of 2%. The 271 responding multipurpose institutions, overwhelmingly public in their sponsorship, reported a significant decline of 2% in their total of 887,056 full-time students. After a 1.5% gain in 1977-78 and a small rise of .2% in 1976-77, the decline for 1978-79 carries some significance, especially since demographic data indicate that the potential pool of new high school graduates was slightly larger in 1978 than 1977. The institutions in this category offer a wide range of academic options, but, while providing graduate study opportunities in many areas at the Master's Degree level, they usually do not offer doctoral programs in more than three fields at a given institution. This category includes many of the former teacher and/or state colleges that developed into university-level operations in the 1960s. They enlarged their program offerings extensively and experienced rapid enrollment rises through 1972-73. Since then, their enrollments have leveled off and now may be declining. Most of them will continue to fill important service roles in the 1980s, but, increasingly, they will encounter more competition from the large public and private universities, the smaller private colleges, and the community colleges. The student enumerations for the multipurpose institutions are cataloged in Table 4.

Arts and sciences colleges still in the gain column—up .4%. As evidence of their remarkable academic tenacity, the 672 responding arts and sciences colleges demonstrated again in 1978-79 their unwillingness to be counted out or even down in the tightening enrollment race of the 1970s. With a total of 662,529 full-time students, these important schools had a gain of .4%. Over the years, the demise of the arts and sciences or liberal arts colleges in considerable numbers has been forecast. To be sure, some such schools have closed and more probably will do so in the 1980s, but, as a category of institutions, the arts and sciences colleges have more vitality and flexible service capacity than is often understood by critics and commentators. Over the decades, their continuous academic sparring with their public, as well as with other private school competitors, has required them to focus on cost effectiveness and program flexibility. This enhances their position in the present environment of student scarcity that will become even more apparent in the 1980s. Nevertheless, these primarily private colleges will need to muster every resource available in terms of student, alumni, faculty, and donor support in the harder times yet to come. As these historic collegiate units gird themselves for the long enrollment pull ahead in the 1980s, they must analyze carefully the approaches they can use to attract students, including practical pioneering, flexible programming adapted to both long-term and short-term needs, even increased attention to student personalization, more attention to the interrelationship of arts and sciences programs with vocations and professions in both off-campus and on-campus situations, focusing on viable program targets, the paring of academic and other offerings that cannot be sustained financially, greater consideration of consortium arrangements in an effort to pool resources and provide curriculum enrichment, and continued emphasis on institutional distinctives. Undoubtedly, also, the proposal for tuition tax credits and other forms of government aid will continue to be live issues in the legislative forums of the future.

It is essential that, in most program areas, higher education should allow room for core courses, at least, and electives wherever possible selected from the arts and sciences. We are in the midst of a mighty thrust toward the vocationalizing of almost all areas of higher education. Historically, this writer has been and still is supportive of technical/vocational education. The proviso always is, however, that such education should be interlaced with enough arts and sciences studies to provide a broad background that will help prevent the student practitioner of a vocation from ending up in a dead-end job. The studies should enhance the student's flexibility to change job fields in response to market demands, help him acquire the knowledge and thinking capacity that may enhance his judgment and decision-making, enable him to enjoy a richer, fuller, and better life, and, finally, better prepare him for the responsible exercise of civic activities in a representative democracy. In a society as complex technically and socially as ours and as dependent upon the repetitive judgments of its citizens, it is important that as many students as possible have a meaningful exposure to the great men, women, ideas, and books of the past and present. The arts and sciences colleges and their counterpart departments in the universities provide massive knowledge and teaching resources in these important subject matter areas. Joint efforts by the representatives of such units and those of the technical/vocational, technological, and professional schools to provide an appropriate mix of vocational and arts and sciences studies are in order.

The commendable performance of the arts and sciences colleges in the 1978-79 enrollment columns is portrayed in Table 5.

Music, fine arts, and applied arts schools up 3.6%—percentage gain in full-time students. In 37 independently reporting institutions in the music, fine arts, and applied arts category, there were 19,116 full-time students enrolled, an increase of 3.6% that gave these schools first place in the percentage gain listing. This increase, especially significant in a year of overall enrollment loss, follows gains of 6.5% and 2.8% in 1976-77 and 1977-78, respectively, and keeps intact a record of successive percentage increases that extends over many years. Despite the usually rigorous curricula offered in these program options, these areas usually are ones in which there are more qualified students seeking college places than there are spaces open to them. The obvious practical and professional applications of training in architectural, design, and music programs help to account for the ongoing enrollment support these areas enjoy. The further fact, however, that they contribute so importantly to social betterment and life enrichment is commendable and encouraging. There is reason to believe that comparable programs in these areas offered in comprehensive colleges and universities have experienced similar strong support in recent years. Enrollments in these schools are submitted in Table 6.

Independent law, medicine, and allied health institutional full-time enrollments slow their pace—up only .7%. Concentrated attention will be given later to enrollments reported in law and medical schools, but here the emphasis is on the independent law, medicine, and allied health schools, which have been a category in this study series for many years. In the years from 1974-75 through 1977-78, the successive annual increases were 8.3%, 12%, 11.1%, and 4.2%. As was noted in this column in 1977-78, the mounting enrollment evidence suggests that a leveling-off process is underway in these professionally oriented schools that reflects program, space, and financial limitations; a deceleration in the increase rate in the pool of potential students; and a declining need for new professionals in these fields. To obtain a better view of enrollments by discipline and by institutions in this category, readers may isolate and calculate enrollments by college types as set forth in Table 7.

Independent technological, business, and related schools gain less than one percent. Another category given specific attention for many years in these studies includes independent technological, business, and related schools. In the 70 such units reported for 1978-79, there were 114,048 full-time students, for a gain of only .9%. Coming after successive annual increases from 1975-76 through 1977-78 of 10.6%, 1%, and 3%, the modest 1978-79 increase suggests that, despite the continued lure of some areas, such as business, the schools in this category as a whole are responding in an enrollment sense to a situation in which potential students are at least slowing down in their rate of increase. While the circumstances in these institutions are not identical with similarly offered programs in the comprehensive colleges and universities, it is unlikely that they are atypical. The enrollments for schools in this category may be found in Table 8.

The Bible colleges undergo full-time student loss of 3.2%. From 1973-74 through 1976-77, the Bible colleges as a reporting group enjoyed steady and sometimes very significant enrollment percentage gains. In 1977-78, a slump set in which continued in 1978-79 as 54 Bible colleges with 18,581 full-time undergraduate students reported a loss of 3.2%, the highest percentage loss of any category this year. Some reasons underlying these losses may be the increased offerings of other institutions, even public ones, of courses in religion;

increasingly restrictive financial circumstances, and program limitations, whether by choice or due to budgetary constraints. Enrollments in the Bible colleges are detailed in Table 9.

Theological schools resume rise pattern in full-time students with gain of 2.6%. In the 105 theological schools, reporting 19,543 full-time students, there was a percentage gain of 2.6%. With this gain, the schools resumed a rise pattern they had enjoyed for three years in the mid-1970s but which was interrupted with a loss of 1.3% in 1977-78. It is of comparative interest to note that the part-time students in this same group of schools reached 8,671 for 1978-79, which was an increase of 2.5%, and that the grand total count of 28,214 also accounted for a gain of about 2.6%. The enrollment thrust in the theological schools for 1978-79, while not dramatic, was steady all along the enrollment line. Theological school student counts are recorded in Table 10.

Part-time students move up by 1%. The courtship between part-time students and the 4-year and related institutions that began around 1971-72, when these units realized the full-time enrollment boom days were over, was discussed in this column in some detail in 1977-78.[1] There was much hope initially that the opening of collegiate doors to part-time students would make up for the enrollment shortage created by the decline or deceleration in the registration of full-time students. Part-time enrollees have increased in the interim every year, except for 1976 when there was a loss of 3.2%. In 1977-78, the category rose again but only by 2.3%. For 1978-79, in the 1,633 reporting institutions, there were 2,116,135 part-time students, who were responsible, in comparable situations, for a gain of barely 1%. Again, part-time students, composed largely of adult, continuing education, and graduate students, have demonstrated to the higher education community that they are not to be taken for granted. There still are gains to be recorded in part-time student enrollments, but it is highly unlikely that the further rise in the registration of such students will be dramatic or that it will even approach a level high enough to offset more than a modest percentage of the loss looming ahead in the full-time student ranks. Nevertheless, most institutions should be diligent, aggressive, creative, and even dynamic in their programs that are aimed at this important potential student pool. State and federal funding programs may need to be examined in respect to allowing greater leeway for the support of part-time student education in public institutions. Likewise, in the private school domain, both private and public funding sources need to be better oriented toward support of programs that more nearly meet the needs of those students who, by necessity or choice, may wish to pursue their educational objectives on a part-time basis.

By categories within the 1,633 institutions reporting for 1978-79, the numbers of schools, the total part-time enrollments, and the percentage changes were as follows: 153 unitary state systems, 614,013, -1.6%; 140 public-complex universities, 568,511, +2.7%; 78 private-complex universities, 248,722, -.5%; 271 multipurpose institutions, 423,706, +2.5%; 672 independent arts and sciences colleges, 197,401, +2.4%; 37 music, fine arts, and applied arts schools, 4,312, -11.8%; 53 independent law, medicine, and allied health schools, 4,479,

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[1]Garland G. Parker, *Collegiate Enrollments in the U.S., 1977-78: Statistics, Interpretations, and Trends in 4-Year and Related Institutions*, ACT Special Report Twenty-three (Iowa City, Iowa: The American College Testing Program, 1978), p. 7.

+11.1%; 70 independent technological, business, and related institutions, 42,770, +5.9%; 54 Bible colleges, 3,550, +5.6%; and 105 theological schools, 8,671, +2.5%. Part-time enrollments for all institutions may be derived in Tables 1-10 by subtracting full-time enrollments from the grand totals.

Full-time freshmen reveal marginal loss—down .2%. Historically, these studies have emphasized the importance of the tally of full-time freshmen because of their effect on total enrollments for the subsequent two to four years or more after their first registration. The objective has been to count all students enrolled as freshmen, rather than to limit the number to first-time full-time students. Furthermore, since the freshman tabulation is not universal in terms of coverage, data are cited only for those institutions that have reported comparably for the prior and for the current year.

In the 809 4-year and related institutions reporting comparably for the fall of 1978, there were 866,847 full-time freshmen, reflecting a marginal loss of .2%. By institutional categories, the numbers of schools, students, and percentage changes were as follows: 107 unitary state systems, 228,900, +.3%; 87 public-complex universities, 269,991, -.4%; 40 private-complex universities, 67,310, +.4%; 127 multipurpose institutions, 148,640, -2.8%; 382 independent arts and sciences schools, 130,218, +2%; 9 music, fine arts, and applied arts schools, 2,026, +3%, 22 independent technological, business, and related schools, 15,274, +2.1%; and 35 Bible colleges, 4,515, -5.5%. The institutional categories that took the lead in freshman enrollments were the music, fine arts, and applied arts schools, first with a 3% gain; the independent technological, business, and related schools, second with a 2.1% rise; and the arts and sciences colleges, third with a 2% increase. The highest freshman losses were experienced by the Bible colleges, -5.5%, and the multipurpose schools, -2.8%. The record of the arts and sciences colleges in not only holding their own but even registering a freshman increase at a time when the total full-time freshman enrollment declined is both significant and remarkable. It is further evidence of these venerable institutions' viability and importance in American higher education. At the same time, it is important and unusual to note that, except for the Bible colleges, the freshman losers in 1978-79 were primarily public institutions—the multipurpose units and the large public-complex universities, with respective losses of 2.8% and .4%.

As will be noted in more detail in ACT Special Report Twenty-six, the 331 comparably reporting American 2-year colleges enrolled 274,849 full-time freshmen, for a loss of 4.7%. Since some of the students in 2-year colleges are included in the statistics for both of the studies, a simple addition of the two groups supplies the basis for an indicative but not exact statistical percentage change calculation for freshmen in all reporting institutions. The margin of error is not great, however, and the resulting analysis is helpful. In all 1,140 institutions reporting comparably for both reports, the full-time freshman enrollment of 1,141,696 students accounts for a loss of 1.3%. These totals do not include students in new institutions nor in those units not reporting comparably for 1977-78 and 1978-79, but it is the author's estimate that classified freshmen in all 2,588 responding institutions decreased about 1% in 1978-79. A summary of comparably reported freshmen enrollments in the 4-year and related schools is shown in Table 11.

Women continue to outpace men in percentage gain competition—up by 1.7%. The annual ACT Special Reports on collegiate enrollments and their precursors in *Intellect* a *School & Society*, initiated in 1919-20, provide a prime source of information on develo ments pertaining to the role of women and their enrollment in higher education.[4]

In 1978-79, in the 1,633 reporting 4-year and related institutions, the grand total of wom registrants was 3,442,930, up by 1.7% over 1977-78 in comparable situations. The m numbered 3,634,612 but lost 2.2%. The women comprised 48.7% of the grand total enro ment as they continued to narrow the numbers gap between males and females in the ins tutions surveyed. The growing percentage of women enrollees in recent years is reflected the data as follows: 1975-76, 45.4%; 1976-77, 46.3%; 1977-78, 47.5%; and 48.7% in 197 79.

In the full-time classification, there were 2,322,183 women enrolled, a gain of .9%, compar to 2,639,224 men, who lagged by 2.4% behind the 1977-78 count. Women made up 46.8% the full-time total, compared to 45.9% in 1977-78 and 44.7% in 1976-77. Full-tin enrollments by sex are cited in Tables 1-10. Percentage changes by school classificatio indicate trends in male-female enrollments in the various categories. The changes for fu time men and women students, respectively, were as follows: unitary, -2.2% and +.9 public-complex, -3.1% and +.06%; private-complex, -.6% and +.3%; multipurpose, -3.5 and -.4%; arts and sciences, -2% and +2.5%; music, fine arts, and applied arts, +1.1% a +6.8%; law, medicine, and allied health, -.8% and +4.3%; technological, business, a related, -.8% and +6.1%; Bible, -3.2% and -3.2%; and theological, +2.2% and +4.7%.

The most significant area of increase for women in 1978-79 was in the enrollment of pa time students. In the same set of 1,633 schools, there were 1,120,747 part-time wom enrollees, a 3.5% increase, while the men totaled only 995,388 for a loss of 1.5%. Wom accounted for 53% of the total part-time enrollment, whereas they amounted to 51.3% 1977-78, 50.2% in 1976-77, and 49.5% in 1975-76.

Full-time freshman enrollments have important implications, of course, for the future propo tions of men and women in enrollments. In the 809 institutions reporting classified freshm comparably, there were 439,485 men, a drop of .3%, and 427,389 women, for a lesser loss .1%, and women equaled 49.3% of the total. By categories, the numbers of schools, a the gains and losses for freshman men and women, respectively, were as follows: 1 unitary, -.8% and +1.4%; 87 public-complex, +1.5% and -2.5%; 40 private-complex, -.4 and +1.3%; 127 multipurpose, -4.3% and -1.4%; 382 arts and sciences, +1.5% and +2.4% music, fine arts, and applied arts, -2.4% and +14.5%; 22 technological, business, and relate +.8% and +6%; and 35 Bible, -6.8% and -4.2%.

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[4]Garland G. Parker, *The Enrollment Explosion: A Half-Century of Attendance in U.S. Colleges a Universities, 1919-1969* (New York: School & Society Books, 1971), pp. 27, 37, 45-46, 80, 89, 110, 14 144. See also the annual reports published in *School & Society*, 1919-1970, in *Intellect*, 1971-1974, a in ACT Special Reports since 1974. The late Raymond Walters was the author of the annual studi from 1919 through 1959.

In summation, the women still are gaining in percentage increase and in their percentage of the total each year. As this writer has emphasized, however, women cannot be expected to continue their enrollment progress at the same rapid pace as in recent years. As the number of women approaches 50% of total enrollments, even though that mark may be exceeded in the near future, it is unrealistic to expect them to go very far beyond that point. There is no doubt that the significant increases of female collegians have taken up much of the slack resulting from the declining male count, but the fact that women cannot be relied upon to continue to offset the loss of or even to gain much more on the men in total numbers is one of the many factors that does not augur well for the increase or even maintenance of enrollments in the future. Nevertheless, women now comprise a massive collegiate market pool which most institutions can risk ignoring only at their own peril.

Geographical focus on enrollments. An important historical aspect of these annual studies always has been a geographical analysis of enrollments. In earlier years, the analysis dealt with full-time enrollments only, but, in recognition of the rising importance of part-time students, the focus in 1977-78 and 1978-79 has been on grand total counts.

Table 13 shows the statistical picture of the 1978-79 returns on a geographical basis from 1,454 comparably reporting institutions by regions and states. The grand total of comparably reported enrollments was 6,648,864, for a decrease of .3%. Grand total enrollments by regions with percentage changes noted were as follows: New England, 353,820, -.5%; Middle Atlantic, 1,275,707, -.3%; East North Central, 1,277,646, -.2%; West North Central, 566,817, +.2%; South Atlantic, 891,197, +1.2%; East South Central, 462,674, +.6%; West South Central, 610,113, +.6%; Mountain, 398,978, -.5%; Pacific, 765,777, -3.6%; and Commonwealth and Territories, 46,135, -4.1%. The South Atlantic, +1.2%, East South Central, +.6%, and West North Central, +.2%, were the only regions tallying gains, which were minimal. All the other regions lost, with the most significant decline in the Pacific area, -3.6%, which is largely reflective of a 4.9% loss in California. While there undoubtedly were other factors, it well may be that the negative impact of the Proposition 13 state tax amendment contributed to the California enrollment decline. As has been the case for some years, the South Central regions have been areas of enrollment strength. In general, however, no unexpected or extreme enrollment variations occurred among the geographical regions in 1978-79.

Enrollment of veterans still declining—down 18.5%. Following decreases of 33.3% in 1976-77 and 19.1% in 1977-78, the enrollment of veterans and related student groups declined by another 18.5% in 1978-79. This further loss is largely due to the fact that, compared to the previous year, over 175,000 fewer students were receiving educational benefits in 1978-79. A decrease of this magnitude in veteran enrollments, of course, is one important reason why collegiate enrollments experienced a loss, albeit a small one, for the year under review. Moreover, it is the third consecutive year of significant decline in veteran enrollments.

The author is grateful for information provided to him on behalf of the Veterans Administration. Under Chapter 31, U.S. Code (former Public Law 894, Korean Vocational Rehabilitation, and Public Law 87-815, Peacetime Vocational Rehabilitation), 13,008

veterans were in college as of November 30, 1978. Chapter 34 benefits, which provide college-level readjustment training under Public Laws 89-358 and 90-77, covered 591,465 veterans and 20,846 service personnel—a total of 612,311 in training—or a decrease of 16.9% since the end of November, 1977. The downward trend in veteran enrollment over the last three years has been caused largely by the loss of GI Bill eligibility by large numbers of post-Korean veterans who were discharged before June 1, 1966, the effective date of that bill. Orphans, spouses, and widow(er)s of service personnel or veterans receiving educational benefits for college-level training under Chapter 35 numbered 63,008, a decrease of 1.8%. The total college-level enrollment of all veterans and service personnel was 625,319, a decrease of 16.8%. The count of all veterans, service personnel, spouses, widow(er)s, and sons and daughters at the college level was 588,327, a decrease of 15.6%. Veterans enrolled in on-the-farm, on-the-job, and flight training programs, and in other noncollegiate degree programs, totaled 164,700. The grand total of veterans only for all laws and levels was 769,173. This figure represents a decrease of 18.5% from the 1977 total of 944,189.

It is not correct to assume that all of the students formerly covered by GI Bill benefits failed to enroll only because of the expiration of their coverage during the past three school years. Some students completed their academic training, and others chose to terminate or interrupt their training prior to having arrived at their 10-year delimiting date. Others who will have reached their delimiting date have remained in school but no longer are in VA in-training statistics. The Veterans Administration reported, however, that the educational community should be aware of the decline in student assistance provided by the VA because of the phasing out of the current GI Bill education program. On November 23, 1977, a new Public Law 95-202 was enacted. It raised educational benefits for veterans by 6.6% and provided other benefits for the veterans and their enrolling institutions. The 65% participation rate of veterans noted in 1977 under the present GI Bill is far higher than the 43% rate under the Korean bill and the 50% rate under the World War II bill. Although veteran enrollments inevitably will continue to decline, the improved benefits provided by PL 95-202 will slow the decline somewhat in the years ahead.[1]

Full-time equivalent (FTE) moves down—loss of .7%. As an instrument for measuring instructional effort and as a funding mechanism, the full-time equivalent (FTE) student calculation is another important enrollment data item. Because this information is so valuable in higher education development, indirect but significant attention is given to the FTE factor in the statistics cited in this study. With the adjusted headcount method, full-time equivalent enrollment is computed by adding one-third of the headcount of part-time students to the actual full-time student headcount. In the 1,633 institutions reporting for 1978-79, the FTE grand total was 5,666,785. By categories, the FTE comparable totals and percentage changes were as follows: unitary, 1,412,798, -.9%; public-complex, 1,558,220, -1.2%; private-complex, 566,685, +.7%; multipurpose, 955,413, -1.4%; arts and sciences,

[1]Letter of December 19, 1978, from Donald R. Foxvog, director for magazines and special projects, Veterans Administration, Washington, D.C., and "Carter Signs GI Bill Improvements Measure; VA Boosts Payments," *Higher Education and National Affairs*, 26(46) (Washington, D.C.: American Council on Education, December 2, 1977), p. 1.

663,375, +.5%; music, fine arts, and applied arts, 16,711, +2.2%; law, medicine, and allied health, 26,508, +1.1%; technological, business, and related, 116,220, +1.4%; Bible, 18,120, -2.7%; and theological, 18,408, +2.6%. These data suggest another enrollment phenomenon that merits the attention of funding agents and institutions: as a rule, part-time gains are inadequate to cover the credit-hour losses occasioned by the decline in full-time students. In general, it takes three or four part-time students to offset the credit-hour loss of one full-time student.

Graduate, law, and medicine enrollments. Since 1975-76, enrollment information for this study series has been requested from all institutions enrolling students in the graduate, law, and medicine areas. Resources do not permit the publication of categorized enrollment tables comparable to the analyses provided for the total institutional enrollments. Nevertheless, this derived data base that, to our knowledge, is unique in the statistics of American higher education, permits the citation of summary figures and an analysis of the national enrollment developments relating to these key fields of postgraduate education.

Graduate school enrollments down again—lose 3.1%. Graduate schools share significantly in the development and maintenance of trained personnel in numbers adequate to meet our needs in the academic, scientific, technological, research, administrative, and leadership fields that are essential in our national survival and/or progress in the complex era in which we live. The graduate student count is important because of its influence on total enrollments and because it indicates how well the need is being met for trained personnel in the noted fields. Since 1975-76, when the graduate tabulations were first initiated, these studies have attempted to focus upon graduate enrollments exclusive of first-professional degree registrants. The latter groups are important in their own right, but segments of them are treated separately in other portions of this study under the headings of law, medicine, and theological schools. The objective here is to count and comment upon those students in the graduate areas and not those in the first-professional degree category.

In 542 comparably reporting institutions, a grand total enrollment of 798,332 graduate students was reported, for a loss of 3.1%. The volatility of graduate students in the enrollment mix is clearly illustrated by the percentage ups and downs of the last three years. In 1976-77, there was a loss of 5.4%; in 1977-78, there was a rise of 3.6%; in 1978-79, the total went down by 3.1%. Clearly, this has been a pivot group whose performance is a large factor in determining whether or not enrollments will go up or down. In 1978-79, male students totaled 421,852 and women 376,480 in the graduate grand total columns, which meant respective decreases of 5.3% and .5%. Women accounted for 47.2% of the total, compared to 46.6% in 1977-78 and 45% in 1976-77. Within the graduate full-time total, there were 183,668 men, a loss of 5.7%, and 119,597 women, a drop of 1.8%. Of the full-time graduate total, 39.4% were women. Women lengthened their lead somewhat over men in the part-time graduate field with a total of 256,883 students, a gain of .2%. The 238,184 men accounted for a decline of 5%. Of the part-time students, women equaled 51.9% of the total, compared to 50.9% in 1977-78 and 49.2% in 1976-77. Graduate enrollments are very sensitive to job market and other economic environmental factors. The fact that there was a loss in 1978-79 does not necessarily mean a continued drop in this important student group. In fact, demographic data would support a maintenance of or even an increase in graduate enrollments

into the early 1980s. Although there undoubtedly is a surplus of doctorate-holding persons in some fields, that is not true in all areas. In times of job scarcity, the person with the doctorate or other advanced degree may often be selected over others for employment in situations where the degree is not necessarily required for the assignment. Other factors that may support future graduate enrollments are that graduate schools probably will seek to maintain or increase the number of students they now serve, student financial aid at this level is massive, and graduate degrees have important status implications. By the mid-1980s, also, the probable undergraduate student decline may have created increased demand for the services of those holding doctorates or other graduate-level degrees.

Law school enrollments move up again—modest 1.5%. In the early 1970s, law school enrollments experienced dramatic growth but began a slowdown in 1976-77, when the annual increase was only .1%, followed in 1977-78 by a gain of only .8%. In 1978-79, the 120 law schools reporting comparably registered grand total enrollments of 78,185, reflecting a somewhat higher but still modest gain of 1.5%. As has been noted in this space in prior years, more opportunities for careers in the field of law have been provided by the growth of legislation pertaining to civil rights, discrimination, affirmative action, privacy, consumerism, environmental protection, and the like, along with an apparently increasing willingness on the part of many people to become involved in litigation. Law firms, businesses, educational institutions, and government agencies all have experienced growing needs for legal counsel in the decade of the 1970s. Counteracting factors have been the restrictions imposed by space, program, financial, and accrediting agency limitations, and the rising concern of prospective students that the profession is becoming overcrowded. It is likely that law school enrollments are stabilizing and that in the 1980s they will experience some decline as the normal age group for law students experiences demographic decrease. These annual studies also make it possible to observe the increasing number of women entering the legal profession. In 1978-79, male law students continued their pattern of decline; there were 54,939 male students, a decrease of 1.3%, following losses of 2.1% in 1977-78, 3.5% in 1976-77, and .9% in 1975-76. On the other hand, the 23,246 women enrolled in 1978-79 accounted for an increase of 9%, which followed several years of large increases: 1977-78, 9.4%; 1976-77, 12.4%; and 1975-76, 22.1%. Of the reported law school enrollments for 1978-79 in comparable situations, 29.7% were women, compared to 23.5% in 1975-76.

Medical college enrollments rise less than 1%. In 80 comparably reporting medical colleges in the U.S. for 1978-79, there were 41,341 students, reflecting an increase of only .9%. This increase was significantly lower than the annual rise rates since 1975-76, which have been as follows: 1977-78, 3.6%; 1976-77, 4.7%; and 1975-76, 5%. Within the complex of medical college enrollments, 32,008 were male students, an actual loss of .1%, in contrast to a gain of 1.7% in 1977-78. The women, on the other hand, numbered only 9,333 but gained 4.7% as compared to an even higher increase of 10.9% in 1977-78. The female percentage of medical college enrollments was 17.3% in 1975-76 and 22.6% in 1978-79. These percentage gain figures reflect a significant upward movement of women into the medical profession in the years reviewed. Factors such as finance, facilities, space, and the thrust of health service legislation all will affect future medical college enrollments. While it is likely that male enrollments will barely hold their own and may fall, the numbers of women may be expected to increase for some years. Even so, the demographic decline forecast for the 1980s may have some negative effect on medical college enrollments.

Enrollments in urban institutions—down by .8%. Another unique aspect of this report over the years has been the analysis of enrollments in selected urban area 4-year and related institutions. Increasing attention has been given in these institutions to a wide range of educational offerings particularly attuned to the needs of people living in urban areas. The city centers and the vast suburban complexes that surround them not only contain the core groups of the national population but also have great need for educational programs shaped to their specific needs. The urban areas and their people are confronted with massive problems pertaining to central city decline, housing, transportation, environmental control, recreation, security, changing tax structures, and education. As has often been stated in these annual studies, one of the great educational frontiers of the present and the future lies in the urban centers. A strong case can be made for an urban-grant program similar to the land-grant operations that so enhanced higher educational development in the nineteenth century.

In 95 comparably reporting urban-area institutions selected for this survey sampling, there were 1,140,399 full-time students, a loss of 1.3%, while the part-time count was 626,680, a drop of .1%. The grand total of 1,767,079 was down by .8% from 1977-78, and the FTE number was 1,349,292, a decline of 1.1%. Except for the part-time student category, the losses reported by the urban schools slightly exceeded those in the 4-year and related institutions as a group. The somewhat better performance of the urban units in enrolling part-time students no doubt reflects the nearness of these schools to the population centers and their efforts to design special programs for adult and continuing education students. Even so, their record in enrolling such students is not significantly different from those of all 4-year units collectively. The now familiar problems of unemployment, poverty, security, cost, transportation, and motivation are restrictive forces in delivering educational service to the urban areas. In the foreseeable future, the urban higher education challenge will merit high priority consideration on the part of society and the nation.

Size ranking of the largest institutions and systems. An historic feature of these annual studies has been the ranking by size of the largest 4-year and related institutions and systems. This tabulation always is of much interest to the press, the public, the higher education community generally, and, especially, to those units included in the listing. Whether or not there is merit in institutional size, large or small, is a question under continuous debate. The proponents of the large institutions emphasize the wide range of programs available at the undergraduate, graduate, and professional school levels along with their massive resources in terms of libraries, laboratories, faculties, facilities, research, student services, and economies of size that they allegedly make possible. Opponents call attention to the potential for impersonality, a complicated bureaucracy, and slowness or inflexibility in reacting to changing needs, particularly in respect to academic programs and students. This writer asserts that such strengths and weaknesses may or may not be present in any large institution or system; whether or not they are is dependent not only upon the collective initiative, capacity, and sensitivities of the faculties, administrators, and students but also upon the support provided and the directives and limitations imposed upon them by governing bodies, whether private or public. Regardless of their merits, students in recent years apparently have been increasingly mindful of the criticism of the large units. Since the mid-1970s, enrollments in the larger institutions, especially those

under public sponsorship, have tended to stabilize or even decline, while those in the smaller schools, especially the private units, have held their own remarkably well and often have shown modest increases. The results for 1978-79 provide a good illustration: enrollments in the unitary state systems, the large public universities, and the multipurpose institutions all showed decreases, while the private schools in all categories except one showed at least modest increases. Many large units only recently have begun to take seriously the demographic data projections and their implications for higher education. Historically, they have not been compelled to be as concerned with student recruitment, admissions, and retention as the institutions in the private sector. Most of the large schools have an image problem that only now is being perceived but which will deserve much attention in the years ahead. In their own interest, the large public universities must have as a high priority more effective communication with their supporting publics, prospective students, enrollees, and alumni.

This writer's view is that there is no automatic academic virtue in size, whether great or small, but the actual presence and great importance of large institutions in higher education are incontrovertible facts. Therefore, they deserve attention and measurement, at least in terms of enrollment, in this study series. Other reports, albeit usually more delayed in publication than this one, provide size tabulations of the largest institutional campus units. The focus in this ranking, however, is upon all institutions and systems collectively. The complexities in comparing statewide systems with less comprehensive institutions are conceded, but there are few of the institutions in the size ranking that do not themselves comprise multiple-campus systems. This study simply supplies the reported enrollment facts and shows the size relationships, which to our knowledge are not set forth in any other setting or study, among the state systems themselves and the single- or multiple-campus institutions with whom they coexist. The result is a revealing, useful, factual, and interesting portrayal of an important feature of American higher education. The ranking by size of the largest 35 4-year and related institutions/systems is found in Table 12.[5]

Perspective on enrollments in 1978-79. When the results of this study of enrollments in 4-year and related institutions are interrelated with those of its companion report on 2-year colleges, including the duplicated counts of those 2-year college students enrolled in 2-year schools administered by 4-year and related institutions, the reported grand total in all 2,588 collegiate-level responding institutions was 10,625,562. The preliminary grand total reported in December, 1978, by the National Center for Education Statistics (NCES) for the fall of 1978 in 3,099 surveyed institutions was 11,354,756, a loss of .5% from 1977-78. In a University of Cincinnati press release on October 23, 1978, based on an early sampling of returns from 666 schools, this writer reported that the units surveyed at that time were showing a marginal increase of .5%, which was considerably below what earlier national

[5] This listing does not include 2-year colleges, except as they may be in systems administered by the 4-year and related institutions. As a matter of fact, however, few of them have enrollments as large as those in the Table 12 listing.

projections had indicated.[1] That early release served notice that the final results would be either a miniscule gain or minimal loss. The later NCES release indicated that the grand total was about .5% under the total for the prior year. The final results of this ACT Special Report indicate that there was a decrease of .3% in the 1,633 surveyed 4-year and related schools, based on a grand total of 7,077,542 students. In the parallel ACT Special Report on enrollments in 955 responding 2-year schools, the findings were that, with a grand total enrollment of 3,548,020 students, there was a decrease of 1.7% in comparable situations. When the results of the two studies are interrelated to reflect the enrollment results in all of the 2,588 institutions covered for 1977-78, the overall percentage decrease in the institutions reporting comparably was about .7%.

In comparing the results of the NCES and ACT reports, it should be emphasized that the percentage changes cited in the ACT Special Report studies are based only on the enrollments of those institutions reporting comparably for 1977-78 and 1978-79. Also, since the study of enrollments in the 4-year and related institutions includes the count of students in 2-year colleges administered by the 4-year schools, there is some duplication in the tabulation of 2-year college students in the two reports. The NCES reports are nearly universal, and they reflect gross changes in enrollments for all institutions, thereby taking account of the opening of new institutions and the closing of some old ones in both 1977-78 and 1978-79. There is merit in the different approaches, results, and percentage changes cited in the ACT and the NCES reports, because they represent enrollment assessments derived from two valid and important but somewhat different data bases. Given the differences in the two sets of reports, the extent to which their results are compatible for 1978-79 is remarkable. This author has appreciated very much the cooperative and consultative relationship enjoyed with successive NCES and former U.S. Office of Education administrators of the opening fall enrollment reports over the 19 years of his experience in administering the national collegiate enrollment studies.

Some interpretations of the 1978-79 enrollment results are in order. With the college-age population near its peak in the 1978-79 academic year, the fact is that enrollments declined slightly rather than increasing. It well may be that the downward enrollment trend long forecast for the 1980s has set in already. If so, it has been exacerbated by the escalating effects of inflation, rising tuition rates, other mounting expenses for collegians, ongoing and even increasing questions about the financial value of college education, and a malaise among college-age students about the uncertain course of the economy, society, and even the nation. The loss aspects of the enrollment record in 1978-79 related primarily to declines affecting institutions in the public sector, men students, graduate registrations, and 2-year colleges in general. By and large, the private schools held their own or showed modest increases, which, given the overall circumstances of the higher education environment, was remarkable. Part-time students continued to increase but at a moderate pace. Women students, also, while slowing their rate of advance, provided one of the important forces that prevented further enrollment decline for 1978-79.

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[1] "Fall Enrollment in Colleges and Universities, 1978 Preliminary Estimates" (Washington, D.C.: National Center for Education Statistics, Department of Health, Education, and Welfare, December 1978); University of Cincinnati press release, Cincinnati, Ohio, 1978.

Peering into the future—enrollment portents for the 1980s and after. The writer's training as an historian and long involvement with enrollment statistics make him wary about predicting the future. However, the analysis of past data loses much value unless some implications and conclusions can be derived that will be helpful in the years ahead. Therefore, without presuming any certitude, attention is given in this section to some portents for the 1980s and after.

Although there have been some important data changes, the considerations that were given to the future in the studies for 1976-77 and 1977-78 still may be worthy of reader attention.[8]

Selected and summary demographic data for the years ahead will provide background for observations and perceptions that may be helpful for those seeking to project enrollment levels in the 1980s and beyond. Calculations based upon the middle-level or Series II Census Bureau age group population projections are pertinent in this respect. This data series reflects, among other factors, the results of a Bureau sampling survey of women in the child-bearing age range; the women were queried about their plans for having children. The persons who are the potential college students for the next 18 years are already born, and, presumably, their numbers will not change greatly from the projections. At any rate, the data derived from the Series II projections indicate that 1979 (July 1) will be the peak year for 18-year-olds in the U.S., with the number estimated at 4,229,000. Thereafter, the projected numbers decline at annual rates varying from 1.4% to 5.5% through 1986. There are three years of projected increases from 1987 through 1989 (1.3%, 2.4%, and 2.2%, respectively), after which the years from 1990 through 1992 show significant declines. A rise of 2.5% is projected for 1993 but a loss of 1.5% is likely in 1994. In 1995, a gain pattern is expected that ranges from 2% to 4.6% through the year 2000. If these projections for 18-year-olds should prove valid, the loss from 1979 to 1985 would be 16%. By 1990, even after taking account of the gains from 1987-1989, the decline over 1979 would be 20% and 25% by 1994. Even though the increase pattern would have resumed in 1995, the loss from 1979 by the year 2000 still would be almost 9%.

Understandably, because of the lag effect in the movement of the different age groups through the college-age years, the number of 18- to 21-year-olds is projected to decline at less precipitate but related rates per year. The peak number of 18- to 21-year-olds at about 17,156,000 is projected for 1979 (July 1). Losses from the 1979 base for subsequent interval years are projected as follows: 10% by 1985, 15.4% by 1990, 24.4% by 1994, and 13% by the year 2000. At the same time that the traditional college-age group is projected to be waning at such precipitate rates, however, it is encouraging, in respect to the potential for adult education programs, that the 25- to 34-year-old population group will be waxing. From the 1976 estimate of 32,044,000, the total by 1980 is projected to be up by 13%. By 1985, it will have increased 10% over the 1980 level, and by 1990, the number is projected to be 14%

[8]Garland G. Parker, *Collegiate Enrollments in the U.S., 1976-77: Statistics, Interpretation, and Trends in 4-Year and Related Institutions*, ACT Special Report Nineteen (Iowa City, Iowa: The American College Testing Program, 1977), pp. 22-25; Parker, *Collegiate Enrollments in the U.S., 1977-78*, pp. 17-18.

higher than in 1980. The estimated figure of 41,086,000 for 1990 would be 28% above the level for 1976.[9]

Another important and useful data base provided by NCES deals with the projection of high school graduates through 1986-87. The peak year for the number of high school graduates in the U.S. apparently occurred in 1977-78, when the estimated number was 3,160,000. Percentage changes derived from the NCES projections by years are as follows: 1978-79, -.5%; 1979-80, -1.5%; 1980-81, -1.7%; 1981-82, -3.3%; 1982-83, -3.7%; 1983-84, -3.4%; 1984-85, -1.8%; 1985-86, +.07%; and 1986-87, +1.7%.[10]

Given the imponderables, aside from the projected data base, it is hazardous to project what the actual enrollments at any given level or in the grand total category may be at any stated year in the future. Actual enrollments will be determined by many factors, including variable economic circumstances, inflation, policy changes in federal or state funding of higher education, the rise or fall of higher education in public esteem, varying views of prospective students as to the value of college training, new emphases in educational programming and student recruitment that may be generated by the colleges, the uncertain potential for adult education, and the rate of attendance by traditional college-age persons. The writer knows of no formula that can give appropriate weight to all of the factors involved in the enrollment computation problem. It seems certain, however, that the course of higher education enrollments will be down in the 1980s and through the mid-1990s. A loss of from 10% to 15% in grand total enrollments by 1990 appears almost inevitable, and it could range downward from 20% to 25% by the mid-1990s. If so-called crisis management in higher education seemed to be the normal mode in the 1960s and 1970s, near-disaster management may be the challenge in the next decade or so.

Having been bluntly frank in depicting the potential negative scenario for the 1980s and beyond, the author wishes to conclude this section on a positive and constructive note. If higher education and the nation ignore the demographic data and other environmental factors described above and pursue a policy of drift, then disaster well may result. On the other hand, if effective communication is established on the part of the higher education community *vis-a-vis* the public, prospective students, and funding sources; if relevant and flexible programs are tailored to the needs of students at all ages; if an enhanced sensitivity to needs of students in terms of personalization and good teaching is developed; and if, as a result of these measures, a new sense of commitment can be generated on the part of society as well as the campus, we may look forward to the two upcoming decades as an era of promise and unprecedented educational service that will be exciting and rewarding to the nation, the institutions, and, most important of all, to the students who will be served. The

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[9] "Projections of the Population of the United States: 1977 to 2050," *Current Population Reports: Population Estimates and Projections* (U.S. Department of Commerce, Bureau of the Census, Series P-25, No. 704, July 1977), pp. 5, 37-50. Data cited above are derived from Table 8, Series II.

[10] Martin M. Frankel, editor, *Projections of Education Statistics to 1986-87* (Washington, D.C.: National Center for Education Statistics, Department of Health, Education, and Welfare, U.S. Government Printing Office, 1978), p. 37.

faculties, facilities, and expertise will be available to provide a high quality education on a more individualized and personalized basis than ever before in our national history. Given the complexities of our highly technological society and the high priorities we must place upon maintaining an informed and responsible electorate in a representative democracy, and given the motivation that should be present to make possible richer, fuller, and better lives for the students as a result of advanced training, there is hardly a limit to the commitment that should be undertaken by all concerned on behalf of higher education. The future of our children and grandchildren and perhaps even the nation may depend upon it.

Faculty features—those who teach. A final distinctive feature of this study series is the tabulation and interpretation of data on the teachers in American institutions of higher education. Teacher statistics are among the most elusive data elements of higher education. The wide ranges and variable combinations of teacher assignments in institutions of higher education create understandable complexity in collating and interpreting such data. The teacher appraisal exercise is rendered more difficult because many institutions are reluctant to, refuse to, or are unable to share teacher information, and can do so only through a complex and time-consuming count process. The fact remains, however, that teachers are a basic factor in the educational enterprise; statistical information about them is important in understanding and interpreting the system and needs to be shared. Thanks are extended to the representatives of hundreds of institutions that have provided teacher data both correctly and promptly.

Teacher statistics should be examined and used, however, with great care. As a result of the complex variables in the teacher-student relationship, superficial conclusions may be misleading. In figuring student-teacher ratios, for example, it is important to understand that in a cooperative or professional practice educational program half or more of the students may be on work section and not registered in academic classes at any given time. Nevertheless, these reports have provided the only continuous and annually updated source of teacher statistics compatible with enrollments. They constitute, therefore, a unique and valuable reference for further study and research pertaining to teachers in postsecondary institutions.

Teacher counts are cited by institution along with student statistics in Tables 1-10. For this study, a full-time teacher is defined as one who devotes half time or more to actual teaching duties. Others who teach part-time are included in the grand total, but teachers absent on leave or those with administrative or other assignments that preclude teaching are not tabulated. In no way does this deny the significant contributions made by administrators and researchers to the academic process; the intent here is to count only those who actually teach. A significant service is performed in the interest of higher education, therefore, when teacher data are shared by the surveyed institutions for information and study.

Reference to late reports and nonresponding institutions. Thanks are extended to the representatives of the 1,633 institutions whose reports made this enrollment study possible. The confidence that such a response reflects in this massive statistical and interpretive undertaking is much appreciated. The study objective is to handle the data responsibly and provide interpretive comments as accurately and objectively as possible. The nongovern-

mental sponsorship in these studies means that the author has had the freedom and flexibility to undertake data analysis by various and evolving approaches, to share interpretive commentary as deemed appropriate, to identify trends, and to report on related developments in higher education, limited only by the normal canons of scholarship as the author perceives them.

For varying reasons, each year some institutions cannot or do not supply enrollment information. Always, it is hoped that data from the nonresponding schools will be available in the following year so that these annual studies might become increasingly valuable as a component in the higher education planning process, as a current interpretive document, and as an historical record. On the premise that this extensive annual exercise is worthwhile and appreciated, efforts are made to improve it as time, resources, staff, and ideas permit. Reader and reporter comments and suggestions, whether critical or commendatory, are welcomed.

ACKNOWLEDGMENTS

In 1960-61 this writer assumed responsibility for the annual enrollment studies initiated in 1919-20 by the late Raymond Walters, former University of Cincinnati president. From 1919-20 through 1971-72, the studies were published by *School & Society* and in *Intellect* for 1972-73 and 1973-74. In 1972-73, The American College Testing Program (ACT) began its nonpublication sponsorship of the study on 2-year college enrollments, and, in 1973-74, ACT published a study, prepared by this author, on career education and transfer program enrollments in the 2-year colleges. In 1974-75, ACT published studies on 4-year and related institutions, 2-year colleges, and career education and transfer enrollments. Since 1975-76, ACT has published both the 4-year and 2-year studies and cosponsored the preparation of these reports with the University of Cincinnati. The author has been grateful for the ACT sponsorship and publication support and especially thankful to Oluf Davidsen, ACT president, and C. Theodore Molen, Jr., ACT program vice president, publications and public affairs division, for their support, encouragement, and counsel. The able editorial and technical support of Patricia Gartland, ACT publications department director, and her staff members also has been invaluable.

At the University of Cincinnati, especial thanks are extended to assistant executive director Donna Ferneding for her invaluable service as chief administrator of the study, as well as to Lynn M. Barber and Margaret Stillwell who performed similar services in earlier years. Appreciation is expressed for the secretarial and technical assistance of Maureen Bernhard, Elizabeth Kimes, and Ramona Sanders. Gratitude is extended to Henry R. Winkler, president, and to John P. McCall, senior vice president and provost, for their strong support of this venture. A special tribute is offered on behalf of Walter C. Langsam, president emeritus, who in 1960 encouraged and urged the writer to undertake this important study series. All of us are indebted to the registrars and other reporting officers who have provided the basic data for this and former reports. The author is grateful, especially, to his wife, Elizabeth, who for 19 years has had the forbearance necessary and has provided the ongoing personal support essential to the authorship of these annual collegiate enrollment studies.

FAREWELL

In anticipation of retirement after the 1979-80 academic year, the author announces the end of his responsibility for these annual studies with the publication of this report for 1978-79. It has been a unique opportunity, a high professional responsibility, and a rewarding experience to have served as author of these distinctive annual and national collegiate enrollment studies since 1960-61. Raymond Walters, former University of Cincinnati president, was the author of the reports in the first 40 years of their existence, and this writer has prepared the 19 subsequent studies. Sincere thanks are extended to successive administrators of the University of Cincinnati, *School & Society* (later *Intellect*), and The American College Testing Program for the authorization, encouragement, professional support, and financial backing that have made possible the preparation and publication of the studies.

These reports on enrollments in 4-year and related institutions, along with the companion study of 2-year college enrollments, have comprised the only comprehensive and continuous annual collegiate enrollment study series in the United States under nongovernmental sponsorship. The freedom extended to the author to report and comment on enrollment developments and their relationship to higher education, society, and the national welfare has been appreciated and has enhanced the significance of the annual studies.

It gives this author great satisfaction to announce that the report series will be continued and that the study for 1979-80 will be prepared by Dr. J. Ernest Mickler, Assistant Vice President for Planning and Operations, University of Alabama, and will be published by The American College Testing Program. The writer commends the new author most highly to the institutional reporting officers whose data reports are so essential to the annual studies and urges them, in their own interest and that of higher education in general, to extend to Dr. Mickler the same loyal support that has been given so generously to this author since 1960. With some professional regret but perhaps understandable personal relief, it is appropriate to close this statement and the relationship it commemorates in the bittersweet emotions connoted by the expression of "Farewell!"

OFFICIAL DEFINITIONS USED IN THIS ACT SPECIAL REPORT

Student and Teaching Staff Definitions:

The **full-time student** devotes substantially all working or study time to the college curriculum. This is interpreted generally to mean 12 collegiate-credit hours, presumably 75% of a normal load or more, but may be less for graduate students. The **part-time student** normally takes collegiate credit courses in the late afternoons, on weekends, in the evening, frequently in the day, or by extension, and enrolls for fewer than 12 credits, or less than 75% of a normal load.

First-time freshmen (full-time) are presumed to be only those entering freshman full-time students who have not previously attended any college, inclusive of students enrolled in the fall term who attended college for the first time in the summer of 1978 as well as students who entered with college credits earned before graduation from high school.

Classified freshmen (full-time) are presumed to be full-time freshman students. This includes the first-time freshmen, as defined above, as well as any students who transferred from another institution at the first-year or freshman undergraduate level and any other first-year freshman undergraduate students who entered the institution before the summer of 1978.

Unless otherwise designated, it is presumed that **all collegiate credit-hour students at all levels** (undergraduate, graduate, and professional) are counted in the appropriate categories.

Two-year college students are those enrolled in collegiate-level credit-hour courses in 2-year (certificate or associate degree level) colleges administered by the institutions completing the reports.

Full-time equivalent enrollment. Full-time equivalent enrollments are not cited by institution, but totals are computed by categories of schools. This provides information broadly indicative of significant trends and developments in higher education above and beyond those revealed by headcount tabulations. The **adjusted headcount method,** whereby full-time equivalent enrollment is interpreted to equal the headcount of full-time students plus one-third the headcount of part-time students, is used.

The **full-time teaching staff** is composed only of those persons who hold the rank of instructor or its equivalent, and those of higher rank, in full-time employment, who give at least half their time to instruction. The **total teaching staff** includes both **full-time** and **part-time** teaching staff not on leave, including lecturers, fellows, teaching assistants, research assistants (if they teach), and others who teach. Cooperating teachers in public or private schools who supervise student teachers for colleges and universities are not covered in this study.

Institutions surveyed in this report are universities, 4-year colleges, upper-division colleges, other baccalaureate degree-granting schools; graduate, professional, and theological schools; and junior or 2-year colleges administered by the above-defined schools that have regional association, professional organization, and/or state agency recognition, approval, or accreditation.

Institutional Classification Definitions:

Unitary state college and university systems—multi-campus college or university systems administered centrally by a statewide board of directors or trustees and a statewide president or chancellor.

Public universities of complex organization—public institutions of complex organization that offer baccalaureate degrees in many disciplines and graduate programs through the doctoral level in three or more fields.

Multipurpose colleges and universities—public and private colleges and universities that have multipurpose educational functions but do not offer graduate work through the doctoral level in more than two fields.

Independent colleges of arts and sciences (liberal arts)—independent public and private colleges whose primary function is to offer baccalaureate programs in the arts and sciences.

Music, fine arts, and applied arts schools—public or private schools that offer baccalaureate and/or graduate training in music, fine arts, or applied arts as their primary educational function.

Independent law, medicine, and allied health schools—public or private institutions whose primary function is to offer specialized training at the baccalaureate and/or professional or graduate levels.

Independent technological, business administration, and related schools—public or private institutions whose primary function is to offer specialized training at the baccalaureate and/or graduate levels.

Bible schools and colleges—private institutions whose primary function is to offer baccalaureate programs in biblical studies.

Theological schools and schools for lay workers—public or private schools whose primary purpose is to give theological training in postbaccalaureate professional or graduate programs to religious professionals and lay workers.

Elsewhere in this report, these classifications may be abbreviated as follows: unitary systems; public-complex; private-complex; multipurpose; arts and sciences; music, fine arts, and applied arts; law, medicine, and allied health; technological and business; Bible; and theological schools. As circumstances change, shifts from one category to another may be necessary. Institutional representatives are invited to consult with the author when reclassification appears to be in order.

Note. In the tables, "S.C." or "S.U.," i.e., "State College" or "State University," is an institutional name which indicates public status. Where the designation is not made clear by the name, a "Pub" entry follows the name of the school. Other listed units are private schools. The "M" or "W" designation indicates either a men's or women's college; all others are coeducational. "Coord" institutions are ones that have separate colleges for men and women.

TABLE 1

Unitary State College and University Systems

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
California State U. & C. System, incl.	(92,144)	(90,673)	(306,175)	(11,366)	(11,366)
Calif. S.C. at Bakersfield	732	845	3,107	148	148
Calif. S.C. at Dominquez Hills	1,812	1,897	6,972	250	250
Calif. S.C. at San Bernardino	1,018	1,080	4,383	179	179
Calif. S.C. at Sonoma	1,531	1,836	5,666	282	282
Calif. S.C. at Stanislaus	794	744	3,306	170	170
Calif. S. Poly. U., Pomona	6,248	3,656	14,445	583	583
Calif. S. Poly. U., San Luis Obispo	7,977	5,019	15,592	789	789
Calif. S.U. at Chico	5,307	5,344	13,135	609	609
Calif. S.U. at Fresno	5,287	5,193	14,717	650	650
Calif. S.U. at Fullerton	5,595	5,631	21,461	671	671
Calif. S.U. at Hayward	2,839	3,203	10,553	456	456
Calif. S.U. at Long Beach	7,988	9,050	31,584	964	964
Calif. S.U. at Los Angeles	4,935	5,650	23,920	751	751
Calif. S.U. at Northridge	7,380	7,617	27,869	856	856
Calif. S.U. at Sacramento	6,492	6,603	20,563	818	818
Humbolt S.U.	3,309	2,603	7,247	379	379
San Diego S.U.	9,041	9,394	30,734	1,077	1,077
San Francisco S.U.	6,089	7,581	23,962	806	806
San Jose S.U.	7,770	7,727	26,959	928	928
Louisiana S.U., incl.	(19,408)	(15,469)	(48,049)	(2,241)	(2,241)
A & M C. at Baton Rouge	11,449	8,720	24,952	948	948
Alexandria	397	560	1,537	70	70
Eunice	253	293	1,206	40	40
Law Center-Baton Rouge	629	207	876	27	27
Medical Center at New Orleans	1,405	917	2,391	637	637
Shreveport	817	843	3,178	109	109
U. of New Orleans	4,458	3,929	13,909	410	410
Massachusetts S.C. System, incl.	(7,316)	(9,896)	(25,544)	(848)	(1,031)
Framingham S.C.	958	2,012	3,049	146	163
Mass. C. of Art	406	723	1,967	49	119
Mass. Maritime Academy	872	11	883	55	58
North Adams S.C.	1,042	1,106	2,366	---	---

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Salem S.C.	1,804	2,763	7,650	265	288
Westfield S.C.	1,101	1,716	4,281	147	197
Worcester S.C.	1,133	1,565	5,348	186	206
Oregon State Higher Educ. System, incl.	(25,808)	(20,629)	(61,923)	(3,760)	(4,735)
Eastern Oregon S.C.	638	594	1,616	73	101
Oregon C. of Education	918	1,441	3,070	188	243
Oregon Inst. of Tech.	1,306	532	2,145	144	169
Oregon S.U.	9,138	5,898	16,653	902	1,052
Portland S.U.	4,104	3,624	15,924	564	861
Southern Oregon C.	1,649	1,584	4,515	204	244
U. of Oregon Main Campus	7,297	6,349	16,463	1,350	1,671
U. of Oregon Health Science Ctr.	758	607	1,537	335	394
Regents External Degrees of the U. of the State of N.Y.	---	---	14,197 [a]	---	---
S.U. and Cmty. C. System of Tennessee, incl.	(25,516)	(25,578)	(88,830)	(2,990)	(2,990)
Austin Peay S.U.	1,613	1,708	5,174	158	158
East Tenn. S.U.	3,250	3,554	9,971	476	476
Memphis S.U.	5,868	5,785	21,191	667	667
Middle Tenn. S.U.	3,898	3,886	10,332	417	417
Tenn. S.U.	2,143	2,090	5,344	249	249
Tenn. Tech. U.	3,409	2,147	7,256	314	314
10 Tenn. Community Colleges	5,335	6,408	29,562	709	709
S.U. of New York System	113,801	108,280	348,361	---	---
S.U. System of Florida, incl.	(43,210)	(36,405)	(120,758)	(5,847)	(6,518)
Florida A & M U.	2,330	2,313	5,882	---	---
Florida Atlantic U.	1,685	1,660	7,037	289	297
Florida International U.	1,915	1,724	11,614	365	545
Florida S.U.	8,157	8,586	21,465	943	989
Florida Tech. U.	3,814	2,805	11,040	345	345
U. of Florida	15,847	10,525	31,027	2,662	2,794

[a]Primarily part-time but may include some unidentified full-time students.

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of North Florida	640	724	4,357	139	142
U. of South Florida	7,404	6,781	23,034	879	1,121
U. of West Florida	1,418	1,287	5,302	225	285
U. of Alaska, incl.	(3,107)	(2,889)	(22,603)	---	---
Anchorage Senior C.	492	591	3,505	---	---
Fairbanks Campus	1,106	804	3,267	---	---
Southeastern Senior C.	30	39	529	---	---
10 Community Colleges	1,479	1,455	15,302	---	---
U. of Arkansas System, incl.	(12,613)	(9,988)	(29,796)	(1,593)	(2,523)
Main Campus	8,017	5,029	14,388	640	1,368
Little Rock	2,142	2,279	9,550	312	401
Medical Sciences Campus	621	512	1,243	359	435
Monticello	749	682	1,616	102	112
Pine Bluff	1,084	1,486	2,999	180	207
U. of California, incl.	(66,949)	(52,423)	(127,881)	(6,367)	(14,851)
Berkeley	15,964	10,605	29,115	1,411	3,274
Davis	9,080	7,286	17,577	936	1,922
Irvine	5,200	3,967	9,940	402	1,088
Los Angeles	16,434	13,426	31,743	1,576	3,586
Riverside	2,403	1,884	4,610	264	595
San Diego	6,197	4,136	10,794	621	1,308
San Francisco	2,184	1,526	3,710	349	1,107
Santa Barbara	6,901	6,865	14,512	550	1,377
Santa Cruz	2,586	2,728	5,880	258	594
U. of Colorado, incl.	(14,642)	(11,817)	(35,714)	(1,299)	(2,054)
Boulder	10,584	8,157	21,318	920	1,284
Colorado Springs	1,249	1,122	4,390	105	220
Denver	2,193	1,749	8,516	274	550
Medical Center	616	789	1,490	---	---

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of Maine, incl.	(8,667)	(8,331)	(27,454)	(938)	(938)
Augusta	410	421	3,602	57	57
Farmington	418	1,123	1,925	82	82
Fort Kent	161	128	499	22	22
Machias	222	271	695	32	32
Orono, incl. Bangor	5,145	3,723	11,091	463	463
Presque Isle	441	502	1,359	51	51
U. of Southern Maine	1,870	2,163	8,283	231	231
U. of Maryland, incl.	(19,609)	(17,752)	(59,842)	(2,672)	(3,822)
Baltimore	1,887	2,165	4,724	778	1,051
Baltimore Co.	2,107	2,373	5,396	250	309
College Park	14,667	12,560	36,905	1,545	1,877
Eastern Shore	507	378	1,089	75	84
University C.	441	276	11,728	24	501
U. of Massachusetts, incl.	(11,703)	(9,307)	(24,018)	(1,230)	(1,303)
Amherst Campus	11,703	9,307	24,018	1,230	1,303
U. of Missouri, incl.	(21,654)	(14,545)	(50,733)	(2,198)	(6,531)
Columbia	11,062	8,661	23,415	1,095	3,858
Kansas City	3,284	2,536	10,312	481	991
Rolla	3,918	728	5,735	293	890
St. Louis	3,390	2,620	11,271	329	792
U. of Nevada, incl.	(5,972)	(4,403)	(29,118)	(939)	(1,823)
Clark Co. Cmty. C.	759	425	7,685	83	436
Las Vegas Campus	2,204	1,633	6,634	301	328
Northern Nevada Cmty. C.	82	27	1,028	26	113
Reno Campus	2,487	2,025	5,837	466	517
Western Nevada Cmty. C.-Reno/Sparks	272	221	5,376	40	276
Western Nevada Cmty. C.-South Campus	168	72	2,558	23	153

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of North Carolina, incl.	(43,258)	(42,698)	(109,164)	(5,699)	(5,699)
Agric. and Tech. C.	2,314	2,028	5,188	296	296
Appalachian S.U.	3,731	4,048	8,966	485	485
Asheville	466	509	1,663	72	72
Central U.	1,541	2,280	4,810	260	260
Chapel Hill	8,677	8,759	20,126	1,089	1,089
Charlotte	3,231	2,580	8,705	399	399
East Carolina U.	4,562	5,600	12,476	619	619
Elizabeth City S.U.	593	799	1,584	99	99
Fayetteville S.U.	773	1,164	2,125	141	141
Greenboro	1,846	4,849	9,855	542	542
North Carolina S.U.	9,614	3,891	18,476	858	858
Pembroke S.U.	756	1,021	2,268	131	131
School of the Arts	232	195	446	72	72
Western Carolina U.	2,581	2,361	6,205	311	311
Wilmington	1,572	1,486	4,067	192	192
Winston-Salem S.U.	769	1,128	2,204	133	133
U. of Puerto Rico, incl.	(9,107)	(9,558)	(37,554)	(464)	(603)
Cayey Univ. C.	905	1,402	2,541	---	---
Mayaguez C.	4,629	2,901	8,899	---	---
Medical Sciences C.	938	1,491	2,583	464	603
Rio Piedras Campus	2,635	3,764	23,531	---	---
U. of Tennessee, incl.	(18,470)	(15,004)	(49,485)	(2,571)	(3,219)
Chattanooga	2,085	1,958	7,104	258	323
Knoxville	12,541	9,853	29,720	1,333	1,715
Martin	2,028	1,993	5,090	243	263
Medical Units	1,360	741	2,152	595	769
Nashville	456	459	5,419	142	149
U. of Texas System, incl.	(40,807)	(30,455)	(98,142)	(4,989)	(7,309)
Arlington	7,262	4,465	18,261	600	1,008
Austin	21,327	16,308	43,095	1,517	2,369

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Dallas	937	808	5,381	205	458
El Paso	5,599	4,638	15,752	449	606
Permian Basin	128	211	1,601	57	109
San Antonio	2,495	2,227	8,885	223	383
Health Science Ctr. at Dallas	866	379	1,368	618	809
Health Science Ctr. at San Antonio	1,066	649	1,842	551	657
Medical Branch at Galveston	790	688	1,538	483	576
Medical School at Houston	337	82	419	286	334
U. of Wisconsin System, incl.	(57,840)	(51,478)	(147,851)	(337)	(551)
Center System	2,635	2,248	8,389	337	551
Eau Claire	4,000	5,040	10,494	---	---
Green Bay	1,177	997	3,715	---	---
La Crosse	3,240	4,041	8,432	---	---
Madison	18,569	13,975	39,430	---	---
Milwaukee	6,883	6,684	24,818	---	---
Oshkosh	3,320	3,547	9,823	---	---
Parkside	1,384	1,121	5,241	---	---
Platteville	2,784	1,240	4,632	---	---
River Falls	2,356	1,920	5,002	---	---
Stevens Point	3,952	3,574	8,966	---	---
Stout	3,152	3,023	7,026	---	---
Superior	949	678	2,282	---	---
Whitewater	3,439	3,390	9,601	---	---
TOTALS	**661,601**	**587,578**	**1,863,192**	**58,348**	**80,107**

TABLE 2

Public Universities and Institutions of Complex Organization

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Arizona S.U.	12,888	10,770	37,122	1,409	2,542
Auburn U.	10,820	8,122	22,497	1,168	1,805
Ball S.U.	6,092	7,388	18,875	885	985
Bowling Green S.U.	6,255	8,328	18,002	---	---
City University of N.Y., incl.	(51,208)	(61,747)	(170,024)	(5,601)	(9,823)
Bernard M. Baruch C.	4,287	4,017	14,151	343	649
Brooklyn C.	5,939	6,864	19,062	840	1,284
City C.	6,460	4,871	14,360	582	1,068
C. of Staten Island	3,074	2,832	10,581	402	752
Grad. School and U. Center	1,309	1,145	2,810	---	---
Herbert H. Lehman C.	2,295	3,850	9,787	492	679
Hunter C.	2,533	7,595	18,069	651	1,234
John Jay C. of Criminal Justice	2,648	1,797	6,779	255	425
Medgar Evers C.	675	1,353	2,884	124	244
Mt. Sinai School of Medicine	310	132	442	---	---
Queens C.	5,705	6,693	19,196	908	1,307
York C.	1,086	1,633	3,889	139	268
6 Community Colleges [a]	14,887	18,965	48,014	865	1,913
C. of William and Mary	2,554	2,792	6,364	353	401
Colorado S.U.	8,888	7,403	18,223	905	1,158
East Texas S.U.	2,695	2,434	9,282	410	490
Illinois S.U.	6,978	9,114	20,158	869	962
Indiana S.U., incl.	(5,306)	(5,024)	(14,560)	(760)	(890)
Evansville	906	818	2,868	98	163
Terre Haute	4,400	4,206	11,692	662	727
Indiana U., incl.	(21,463)	(20,361)	(75,150)	(2,853)	(6,344)
Bloomington Campus	13,809	12,285	31,526	1,266	3,087
East Campus	125	194	1,381	17	91

[a]Enrollment for the Borough of Manhattan Community College was not reported.

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Indiana U.-Purdue U. at Fort Wayne	950	1,083	5,441	127	127
Indiana U.-Purdue U. at Indianapolis	4,225	3,728	20,507	1,050	1,988
Kokomo Campus	228	340	2,313	50	128
Northwest Campus	586	1,034	4,204	129	297
South Bend Campus	764	916	5,780	141	408
Southeast Campus	776	781	3,998	73	218
Iowa S.U. of Science and Tech.	12,460	7,731	23,507	1,564	1,710
Kansas S.U.	7,820	5,565	18,293	809	1,465
Kent S.U., incl.	(8,091)	(8,374)	(25,135)	(981)	(1,128)
Main Campus	6,775	6,659	18,331	759	893
Regional Campuses	1,316	1,715	6,804	222	235
Lincoln U.	535	477	1,042	73	90
Louisiana Tech. U.	4,722	3,235	9,239	370	420
Miami U.	7,259	7,571	17,865	778	882
Michigan S.U.	19,055	17,070	46,567	3,365	3,596
Mississippi S.U.	6,063	3,656	11,265	706	740
Montana S.U.	5,003	3,872	9,920	528	743
New Mexico S.U.	5,528	3,795	11,605	525	696
North Dakota S.U.	4,279	2,948	8,598	482	650
North Texas S.U.	5,449	5,365	17,300	781	1,170
Northern Illinois U.	7,482	8,410	24,777	1,031	1,689
Ohio State U., incl.	(27,200)	(20,873)	(55,910)	---	---
Agriculture Tech. Inst.	485	255	777	---	---
Columbus	25,353	19,259	51,343	---	---
Dayton Grad. Ctr.	2	---	95	---	---

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Lima	339	341	928	---	---
Mansfield	393	436	1,090	---	---
Marion	268	266	765	---	---
Newark	360	316	912	---	---
Ohio U.	7,488	6,176	19,154	801	1,055
Oklahoma S.U.	11,422	7,862	23,492	854	1,618
Pennsylvania S.U.	29,810	18,395	59,541	2,368	4,071
Purdue U., incl.	(18,865)	(12,172)	(43,340)	(2,345)	(2,862)
Main Campus at Lafayette	16,623	10,318	31,071	1,943	2,043
Calumet Campus	1,237	1,013	6,676	205	394
Indiana U.-Purdue U. at Fort Wayne	743	495	3,551	144	328
North Central Campus	262	346	2,042	53	97
Rutgers, incl.	(16,966)	(15,604)	(50,006)	(1,844)	(1,995)
Camden Campus	1,903	1,527	5,448	188	216
New Brunswick Campus	11,991	11,502	34,260	1,291	1,404
Newark Campus	3,072	2,575	10,298	365	375
South Dakota S.U.	3,276	2,555	6,537	327	468
Southern Illinois U. System, incl.	(15,051)	(10,721)	(33,791)	(1,968)	(2,667)
Carbondale	11,752	7,056	22,549	1,379	1,605
Edwardsville	3,299	3,665	11,242	589	1,062
Texas A & M U., incl.	(21,578)	(12,426)	(39,237)	(1,737)	(2,785)
Main Campus	17,917	9,144	30,255	1,321	2,282
Moody C.	480	126	626	45	65
Prairie View	1,789	2,119	5,033	237	282
Tarleton S.U.	1,392	1,037	3,323	134	156
Texas Tech. U.	10,315	7,781	22,696	793	1,359
Texas Women's U.	301	4,626	8,270	456	537
U. of Akron	6,318	5,970	23,400	877	1,841

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of Alabama, incl.	(12,440)	(11,704)	(34,498)	(2,140)	(3,153)
Main Campus	7,341	6,410	17,048	687	1,276
Birmingham	3,826	4,062	13,227	1,250	1,417
Huntsville	1,273	1,232	4,223	203	460
U. of Arizona	12,166	9,369	29,086	1,525	2,640
U. of Cincinnati	13,378	10,228	37,736	1,851	2,215
U. of Delaware	6,097	6,778	18,739	812	1,255
U. of Georgia	9,661	8,843	22,942	1,831	2,152
U. of Hawaii, incl.	(10,442)	(10,331)	(30,144)	(1,439)	(2,008)
Hilo C.	1,214	1,053	3,061	166	220
Leeward Cmty. C.	1,519	1,472	5,833	121	221
Manoa Campus	7,709	7,806	21,250	1,152	1,567
U. of Houston, incl.	(9,625)	(7,587)	(35,856)	(1,142)	(2,053)
Main Campus	9,032	6,691	29,666	981	1,749
Clear Lake City	559	808	5,518	138	257
Victoria Campus	34	88	672	23	47
U. of Idaho	4,321	2,286	8,334	365	685
U. of Illinois, incl.	(29,854)	(20,383)	(58,955)	(4,146)	(9,462)
Chicago Circle	8,802	6,554	20,341	926	1,127
Medical Center at Chicago	2,603	1,963	4,930	698	3,920
Urbana-Champaign	18,449	11,866	33,684	2,522	4,415
U. of Iowa	9,942	8,108	22,990	1,190	2,563
U. of Kentucky, incl.	(13,399)	(12,297)	(37,856)	(1,409)	(1,409)
Main Campus	9,957	7,605	22,028	1,409	1,409
Cmty. Colleges System	3,442	4,692	15,828	---	---
U. of Louisville	6,134	4,231	18,365	873	1,363
U. of Michigan, incl.	(20,901)	(14,884)	(46,455)	---	---
Ann Arbor	18,082	12,483	36,577	---	---

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Dearborn	1,927	1,362	5,957	---	---
Flint	892	1,039	3,921	---	---
U. of Minnesota, incl.	(23,367)	(18,140)	(74,839)	(4,524)	(5,872)
Duluth	3,173	2,589	8,527	---	---
Mayo Grad. School of Medicine	---	1	431	---	---
Minneapolis-St. Paul	18,522	14,233	62,034	4,348	5,601
Morris	755	593	1,714	79	113
2 Technical Colleges	917	724	2,133	97	158
U. of Mississippi, incl.	(5,874)	(4,238)	(11,153)	---	---
Main Campus	4,953	3,690	9,655	---	---
Medical Ctr.	921	548	1,498	393	461
U. of Montana	3,922	3,177	8,363	427	427
U. of Nebraska System, incl.	(14,467)	(10,911)	(39,117)	---	---
Lincoln	10,165	7,420	22,477	---	---
Medical Ctr.	648	603	1,975	---	---
Omaha	3,654	2,888	14,665	---	---
U. of New Mexico	6,252	5,703	17,527	1,000	1,271
U. of North Dakota, incl.	(4,021)	(3,446)	(9,505)	(378)	(600)
Main Campus, Grand Forks	4,021	3,446	9,505	378	600
U. of Oklahoma, incl.	(9,262)	(6,017)	(20,357)	(740)	(1,534)
Norman Campus	9,262	6,017	20,357	740	1,534
U. of South Carolina, incl.	(11,886)	(10,384)	(33,129)	(1,268)	(1,538)
Main Campus	9,215	7,705	24,842	935	1,059
Aiken C.	493	591	1,620	74	117
Coastal Carolina C.	797	606	1,752	91	103
Spartanburg Regional C.	652	716	2,290	76	99
Two-year Colleges	729	766	2,625	92	160
U. of South Dakota, incl.	(3,074)	(2,386)	(6,437)	(462)	(616)
Main Campus	2,618	2,196	5,734	400	550
Springfield Campus	456	190	703	62	66

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of Southern Mississippi	4,142	4,618	11,792	522	616
U. of Southwestern Louisiana	5,223	4,880	12,988	548	591
U. of Toledo	5,220	4,143	17,260	574	813
U. of Vermont	3,746	4,352	10,633	710	1,090
U. of Virginia, incl.	(8,729)	(6,667)	(17,121)	---	---
Charlottesville	8,428	6,321	16,179	---	---
Clinch Valley C.	301	346	942	---	---
U. of Washington	15,891	12,195	36,249	2,028	2,494
U. of Wyoming	4,588	3,055	16,098	709	794
U. System of New Hampshire, incl.	(6,998)	(7,637)	(18,405)	(849)	(927)
Main Campus	4,738	4,816	11,952	576	626
Keene S.C.	913	1,555	3,257	135	150
Plymouth S.C.	1,347	1,266	3,196	138	151
Utah Higher Education System, incl.	(23,049)	(15,585)	(54,990)	(2,793)	(3,356)
Southern Utah S.C.	849	684	1,798	100	126
U. of Utah	9,529	6,070	21,444	1,316	1,316
Utah S.U.	4,723	3,363	9,228	490	600
Weber S.C.	3,631	2,623	8,741	425	440
5 Two-year Colleges	4,317	2,845	13,779	462	874
Virginia Commonwealth U.	4,556	6,015	19,112	---	---
Virginia Poly. Inst. and S.U.	11,791	6,676	20,261	1,288	2,341
Washington S.U.	8,732	6,463	16,679	930	1,021
Wayne S.U.	11,276	9,205	33,514	1,500	2,700
West Virginia U.	9,707	6,545	21,429	1,174	1,287
Western Michigan U.	7,729	7,213	22,447	826	981
Wichita S.U.	3,649	3,144	15,937	507	813
TOTALS	**772,994**	**646,537**	**1,988,042**	**84,449**	**124,738**

TABLE 3

Private Universities and Institutions of Complex Organization

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Adelphi U.	1,735	3,595	11,653	389	822
Alaska Methodist U.	20	14	64	9	19
American U.	3,201	3,154	12,562	358	880
Baylor U.	4,247	4,372	9,524	415	467
Boston C.	5,107	5,650	13,913	545	861
Boston U.	8,324	8,991	25,528	1,330	1,909
Brandeis U.	1,790	1,623	3,540	307	597
Brigham Young U., incl.	(12,681)	(11,729)	(37,652)	(1,141)	(2,190)
Main Campus	12,006	10,733	35,882	1,058	2,069
Hawaii Campus	675	996	1,770	83	121
Brown U.	3,702	2,880	7,044	460	467
Bryn Mawr C. *W*	90	1,226	1,685	127	187
California Inst. of Tech.	1,465	187	1,652	---	---
Carnegie-Mellon U.	3,339	1,382	5,472	417	642
Case Western Reserve U.	3,938	2,224	8,185	1,026	1,356
Catholic U. of America	2,184	2,185	7,726	389	595
Claremont Graduate School	266	108	1,527	58	92
Clark U., Mass.	1,079	1,023	3,135	129	318
Clemson U.	5,853	3,418	11,478	640	671
Columbia U., incl.	(720)	(3,308)	(7,391)	(291)	(587)
Barnard C.	---	2,228	2,271	141	217
Teachers C.	720	1,080	5,120	150	370
Cornell U., incl.	(10,472)	(6,616)	(18,376)	(1,812)	(1,812)
Endowed C.	6,958	3,096	10,084	813	813
Medical Ctr.	376	261	665	331	331
Statutory C.	3,138	3,259	7,627	668	668
Creighton U.	2,836	1,632	5,027	419	862
Dartmouth C.	2,986	1,161	4,221	325	425
DePaul U.	4,092	3,043	12,149	353	623
Drew U.	805	824	2,205	106	170
Drexel U.	4,813	1,911	10,358	307	668
Duke U.	5,324	3,869	9,455	---	---

TABLE 3—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Emory U.	4,097	2,766	7,812	957	1,124
Fordham U.	4,586	3,776	14,865	476	992
George Washington U.	5,800	3,801	22,884	1,023	3,199
Harvard U. (incl. Radcliffe C.)	10,047	4,802	35,374	1,497	1,756
Hofstra U.	3,742	2,934	10,668	371	645
Howard U.	4,398	4,248	10,150	1,086	1,856
Johns Hopkins U.	3,056	1,503	9,551	1,287	1,930
Lehigh U.	3,775	1,150	6,300	309	589
Loyola U. of Chicago	4,467	4,026	13,394	---	---
Marquette U.	5,177	3,670	11,099	490	817
Massachusetts Inst. of Tech.	7,046	1,365	8,881	1,130	1,625
New School for Social Research	481	376	3,991	110	505
New York U.	7,860	7,545	31,445	---	---
Northeastern U.	12,137	6,936	34,910	739	2,221
Northwestern U.	6,922	4,562	15,199	1,300	1,680
Northwood Inst.	1,153	486	1,653	38	61
Princeton U.	3,895	1,964	6,030	673	733
Rensselaer Poly. Inst.	4,500	733	5,750	348	414
Rice U.	2,377	1,220	3,597	395	484
Rockefeller U.	71	27	107	210	210
St. John's U., N.Y.	6,562	4,162	17,023	492	783
St. Louis U., incl.	(4,680)	(2,811)	(11,189)	(902)	(2,172)
Main Campus	3,945	2,755	10,364	857	2,122
Parks C.	735	56	825	45	50
Southern Methodist U.	3,616	2,989	8,623	443	584
Stanford U.	7,397	3,879	11,727	1,269	1,319
Syracuse U., incl.	(8,327)	(6,803)	(22,058)	(907)	(1,395)
Main Campus	7,737	6,113	20,033	819	1,233
Utica C.	590	690	2,025	88	162

TABLE 3—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Temple U.	10,130	8,571	33,812	1,726	2,446
Texas Christian U.	1,977	2,381	5,874	329	419
Tufts U.	3,347	2,752	6,589	392	966
Tulane U.	4,925	2,734	9,633	1,220	1,535
U. of Chicago	5,111	2,653	9,112	1,021	1,021
U. of Denver	2,717	2,276	7,580	441	752
U. of Detroit	2,842	1,525	8,131	250	520
U. of Miami	6,882	4,172	14,572	1,185	1,360
U. of Notre Dame	6,399	2,002	8,731	589	661
U. of Pennsylvania	9,714	6,105	19,803	1,480	6,002
U. of Pittsburgh, incl.	(11,767)	(8,950)	(34,084)	(2,218)	(2,789)
Main Campus	9,622	7,542	28,703	2,009	2,508
Bradford	353	230	799	43	49
Greensburg	307	164	995	31	41
Johnstown	1,306	903	3,021	122	156
Titusville	179	111	566	13	35
U. of Rochester	3,855	2,376	8,031	---	---
U. of Southern California	10,000	7,000	26,000	1,775	3,350
U. of Tulsa	2,244	1,680	6,238	311	414
Vanderbilt U.	4,199	2,970	7,373	1,051	1,696
Washington U.	5,145	3,274	10,900	1,249	2,277
Yale U.	5,936	3,604	9,719	1,438	1,468
Yeshiva U.	1,892	1,499	4,243	1,159	1,666
TOTALS	**316,322**	**221,183**	**786,227**	**45,639**	**73,656**

TABLE 4

Multipurpose Colleges and Universities

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Adams S.C.	862	870	2,451	108	132
Alabama A & M U. *Pub*	1,925	1,494	4,425	251	315
Albany S.C.	621	999	1,751	128	131
Antioch C.	1,713	2,546	4,730	280	425
Arkansas Baptist C.	215	156	445	12	28
Armstrong S.C.	795	1,018	3,223	165	185
Atlanta U.	397	452	1,247	119	162
Augusta C.	969	1,127	3,685	150	170
Bank St. C. of Education	29	197	912	28	51
Bemidji S.U.	2,067	1,841	5,370	200	271
Black Hills S.C.	804	1,076	1,967	90	98
Bloomsburg S.C.	2,078	2,835	6,321	319	342
Bluefield S.C.	565	633	2,747	---	---
Bob Jones U.	2,062	2,157	4,711	183	297
Boise S.U.	2,993	2,432	9,448	330	514
Bowie S.C.	684	670	2,722	102	159
Bradley U.	2,491	1,864	5,238	306	402
Bucknell U.	1,633	1,381	3,061	209	224
Butler U.	980	1,189	3,851	154	258
California S.C., Pa.	1,751	1,408	4,598	317	321
Capital U.	1,014	996	2,599	155	187
Castleton S.C.	591	685	1,832	80	110
Catholic U. of Puerto Rico	2,997	5,497	11,372	389	540
Center for Early Education	---	20	34	3	7
Central Connecticut S.C.	3,648	2,997	11,433	399	668
Central Michigan U. *Pub*	6,189	7,695	17,802	650	741
Central Missouri S.U.	4,024	4,134	9,744	448	548
Central S.U., Ohio	1,138	954	2,414	102	106
Central Washington S.C.	2,536	2,578	7,384	319	391
Chadron S.C.	616	659	2,003	85	97
Cheyney S.C.	1,025	1,057	2,608	203	205
Chicago S.U.	1,171	2,111	7,344	281	380
Clarion S.C.	2,128	2,370	5,107	309	334

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Cleveland S.U.	5,196	3,751	17,340	515	717
Columbus C. *Pub*	1,135	1,323	4,864	219	273
Concord C. *Pub*	654	1,007	1,904	78	100
Concordia C., St. Paul, Minn.	283	318	632	56	68
Concordia T.C., Ill.	340	600	1,191	90	100
Concordia T.C., Nebr.	464	556	1,144	95	97
Coppin S.C.	537	1,603	2,901	134	230
Dakota S.C.	346	385	841	45	57
Dallas Baptist C.	331	300	961	53	69
Delaware S.C.	818	810	2,153	135	141
Delaware Valley C. of Sc. and Agric.	972	370	1,647	75	93
DeLourdes C. *W*	---	75	294	6	23
Delta S.U.	891	1,070	3,086	156	192
Dropsie U., The	56	2	77	10	14
Drury C.	523	486	2,271	57	190
East Central Oklahoma S.U.	1,065	1,236	3,557	144	171
East Stroudsburg S.C.	1,435	1,847	3,875	220	233
Eastern Connecticut S.C.	970	1,183	2,568	108	185
Eastern Illinois U. *Pub*	3,902	4,785	10,317	464	513
Eastern Kentucky U. *Pub*	4,434	5,414	13,815	589	760
Eastern Michigan U. *Pub*	4,196	5,202	18,656	589	758
Eastern Montana C. *Pub*	986	1,391	3,450	147	177
Eastern New Mexico U. *Pub*	1,423	1,450	3,761	150	233
Eastern Washington U.	2,556	2,768	7,013	349	424
Edinboro S.C.	2,025	2,444	5,686	397	415
Emporia Kansas S.C.	1,799	2,246	5,850	256	331
Evergreen S.C. *Pub*	948	937	2,322	125	135
Fairleigh Dickinson U., incl.	(5,404)	(3,653)	(20,091)	(502)	(1,472)
Edward Williams C.	242	120	779	14	47
Madison Campus	1,218	1,068	5,147	111	291
Rutherford Campus	1,330	990	5,269	121	332
Teaneck Campus	2,614	1,475	8,896	256	802

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Fairmont S.C.	1,434	1,571	4,576	164	254
Felician C., N.J. *W*	---	462	691	52	73
Ferris S.C.	6,061	3,796	10,208	504	594
Florida Inst. of Tech.	2,741	552	4,986	149	388
Fort Hays Kansas S.C.	1,873	1,764	5,453	241	307
Fort Lauderdale C.	732	150	922	5	30
Fort Valley S.C.	765	880	1,872	155	165
Freed-Hardeman C.	639	719	1,413	60	82
Frostburg S.C.	1,458	1,501	3,651	190	224
Furman U.	1,195	1,012	2,929	128	139
George Mason U.	2,460	2,793	10,767	397	625
George Peabody C. for Teachers	473	819	2,117	138	148
George Williams C.	345	529	1,370	65	95
Georgia C., *Pub*	916	1,301	3,564	142	181
Georgia Southwestern C. *Pub*	600	927	2,367	124	124
Georgia S.U.	4,239	4,751	20,021	645	664
Glassboro S.C.	2,833	3,778	10,950	393	435
Glenville S.C.	513	541	1,672	79	105
Gonzaga U.	1,743	960	3,424	138	211
Governors S.U. *Pub*	346	379	3,901	160	220
Grambling S.U. *Pub*	1,540	1,698	3,639	182	200
Grand Valley S.C.	1,991	2,060	7,065	250	300
Hamline U.	947	637	1,668	134	188
Hampton Inst.	974	1,501	2,808	204	225
Harris-Stowe C. *Pub*	207	540	1,077	49	72
Hollins C. *W*	10	893	1,008	72	91
Idaho S.U.	2,494	2,197	10,689	325	377
Illinois Wesleyan U.	716	902	1,638	125	131
Indiana U. of Penn., *Pub*	4,296	5,975	12,019	600	650
Inter-American U. of Puerto Rico, incl.	(3,617)	(4,914)	(10,016)	(171)	(510)
Two-Year Regional Campuses	3,617	4,914	10,016	171	510
Ithaca C.	2,118	2,537	4,867	---	---

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Jackson S.U.	2,723	3,286	7,646	375	422
Jacksonville S.U., Ala.	2,350	2,546	7,101	279	365
James Madison U.	3,204	3,716	8,668	417	577
Jersey City S.C.	2,079	2,177	7,622	250	400
John Brown U.	329	345	717	47	53
Johnson S.C.	420	452	1,034	60	90
Kearney S.C.	1,895	2,395	6,165	---	---
Kentucky S.U.	792	648	2,195	98	138
Lake Superior S.C.	1,028	822	2,401	109	119
Lamar U. *Pub*	4,916	4,723	12,780	490	613
Langston U. *Pub*	504	350	916	67	89
Lesley C. *W*	31	978	1,666	56	176
LeTourneau C.	783	77	921	55	60
Lewis-Clark S.C. *Pub*	426	414	1,401	87	102
Lincoln U., Mo. *Pub*	808	628	2,332	140	141
Livingston U. *Pub*	510	442	1,247	69	73
Lock Haven S.C.	1,010	1,114	2,231	164	168
Loma Linda U.	2,051	1,962	5,127	810	930
Long Island U., incl.	(3,809)	(3,454)	(14,087)	(414)	(1,009)
C.W. Post Center	3,105	2,857	12,532	344	869
Southampton C.	704	597	1,555	70	140
Longwood C. *Pub*	433	1,834	2,375	174	180
Loyola Marymount U.	2,534	2,167	5,897	224	383
Loyola U. in New Orleans	1,508	1,308	4,403	178	260
Lyndon S.C.	533	431	1,129	67	95
Maharishi Intn'l U.	478	235	744	36	40
Mankato S.U.	3,914	3,956	10,031	500	570
Mansfield S.C.	1,000	1,249	2,689	193	205
Marshall U. *Pub*	3,193	3,270	11,181	386	530
Marylhurst Education Ctr.	38	36	718	22	85

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Mayville S.C.	294	387	811	46	60
McNeese S.U.	1,839	2,016	5,376	239	320
Mercer U., incl.	(2,281)	(1,615)	(5,021)	(225)	(330)
Main Campus	1,864	1,290	3,809	180	240
Atlanta Campus	417	325	1,212	45	90
Merrill-Palmer Inst.	23	56	114	10	16
Metropolitan S.C., Colorado	3,116	2,484	12,597	297	571
Metropolitan S.U., Minn.	238	226	1,659	---	328
Midwestern S.U. *Pub*	1,301	1,302	4,464	161	242
Millersville S.C.	1,932	2,451	6,137	296	334
Mississippi U. for Women	---	1,995	2,550	164	191
Mississippi Valley S.U.	1,171	1,414	2,899	154	168
Missouri Southern S.C.	1,327	1,217	3,900	181	181
Missouri Western S.C.	1,098	1,003	3,686	142	180
Montclair S.C.	3,306	5,032	15,246	491	529
Moorhead S.U.	2,364	2,670	5,344	274	320
Morehead S.U.	2,204	2,404	7,683	375	405
Morgan S.U.	1,974	2,464	5,497	308	371
Morningside C.	538	554	1,492	82	109
Morris Harvey C.	373	519	1,685	86	128
Murray S.U.	2,579	2,950	8,158	359	461
Northeast Louisiana U. *Pub*	3,000	3,373	8,872	355	385
Northeast Missouri S.U.	2,107	2,636	5,659	256	316
Northeastern Illinois U. *Pub*	2,098	2,726	10,093	341	460
Northern Kentucky U. *Pub*	2,188	1,695	6,792	198	338
Northern Michigan U. *Pub*	3,749	3,205	9,170	327	391
Northern Montana C. *Pub*	512	421	1,195	73	81
Northern S.C., S. Dak.	855	1,067	2,370	108	114
Northwest Missouri S.U.	1,758	1,633	4,237	254	276
Northwestern Oklahoma S.U.	632	547	1,907	67	70
Northwestern S.U. of La.	1,388	1,993	4,653	---	---
Norwich U.	1,290	182	1,573	140	150
Nyack C.	340	340	750	32	63

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Oakland U.	2,717	3,620	11,220	259	356
Ohio Northern U.	1,660	913	2,661	159	180
Ohio Wesleyan U.	1,150	1,089	2,288	160	186
Oklahoma Baptist U.	634	728	1,536	95	121
Oklahoma City U.	478	402	1,486	100	191
Old Dominion U. *Pub*	4,670	4,172	16,125	560	735
Ouachita Baptist U.	686	741	1,614	90	100
Pace U., incl.	(3,356)	(3,454)	(16,877)	(351)	(1,092)
Main Campus	2,050	1,965	11,706	184	612
C. of White Plains	199	315	1,004	26	79
Pleasantville/Briarcliff	1,107	1,174	4,167	141	401
Pacific Lutheran U.	1,100	1,558	3,348	196	260
Pacific U.	631	358	1,052	81	114
Peru S.C.	271	292	718	47	49
Philadelphia C. of Pharmacy and Sci.	629	442	1,136	63	109
Pittsburg S.U.	2,053	1,566	5,457	250	274
Post C.	206	458	1,146	28	70
Prescott Center C.	23	26	54	8	16
Providence C. *M*	2,002	1,567	5,160	192	222
Quinnipiac C.	858	1,395	3,801	153	268
Radford C. *W Pub*	1,337	3,283	5,622	293	301
Robert Morris C.	1,306	1,180	4,280	84	157
Rochester Inst. of Tech.	4,797	1,973	12,577	576	1,049
Saginaw Valley S.C. *Pub*	775	835	3,706	99	186
St. Bonaventure U.	1,187	1,025	2,629	145	165
St. Cloud S.C.	4,365	4,504	11,054	515	593
St. Edward's U.	674	522	1,595	68	130
St. Francis C., Ind.	144	318	1,372	40	95
St. John's U., Minn. *Coord*	1,863	12	1,971	113	152

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Mary's U. of San Antonio	1,466	866	3,274	159	188
Salisbury S.C.	1,288	1,580	4,361	175	180
Sam Houston S.U.	4,155	4,271	10,918	337	377
Samford U.	1,634	1,225	3,921	195	245
Sangamon S.U. *Pub*	546	392	3,469	169	209
Savannah S.C.	835	1,097	2,066	---	---
School for International Training	239	210	648	48	57
Seattle Pacific U.	692	1,189	2,300	131	177
Seattle U.	1,229	1,470	3,963	180	256
Shippensburg S.C.	2,111	2,260	4,534	280	301
Slippery Rock S.C.	2,386	2,567	5,845	333	338
South Carolina S.C.	1,224	1,650	3,437	234	243
Southeast Missouri S.U.	3,334	3,785	8,804	397	450
Southeastern Louisiana U. *Pub*	2,556	3,036	7,200	240	280
Southeastern Okla. S.U.	1,541	1,313	4,391	139	180
Southern Arkansas U.	705	843	1,868	119	131
Southern U., incl.	(4,021)	(5,201)	(11,497)	(592)	(720)
Baton Rouge	3,066	3,405	8,097	431	442
New Orleans	778	1,385	2,708	111	227
Shreveport-Bossier City Campus	177	411	692	50	51
Southwest Missouri S.U.	4,590	4,606	13,471	555	717
Southwest S.U.	889	673	1,915	91	101
Southwest Texas S.U.	6,153	6,561	15,071	471	665
Southwestern Okla. S.U.	1,909	1,962	4,800	223	233
Springfield C.	1,195	1,155	2,734	128	149
Stephen F. Austin S.U.	3,947	4,316	10,331	355	638
Stetson U.	1,304	948	2,895	130	152
Suffolk U.	1,992	1,410	6,182	176	363
Sul Ross S.U.	903	631	2,345	92	128
Texas A & I U., incl. *Pub*	(553)	(691)	(3,551)	(108)	(168)
Corpus Christi	431	513	2,722	94	132
Laredo	122	178	829	14	36
Texas Eastern U.	359	374	1,939	71	118

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Towson S.U.	4,121	5,257	15,340	467	810
Trenton S.C.	2,312	3,312	8,696	390	516
Trinity U., Texas	1,381	1,408	3,542	191	262
Troy S.U.	2,904	2,499	10,759	250	566
U. of Albuquerque	659	405	2,188	82	137
U. of Baltimore	1,376	596	5,397	119	253
U. of Bridgeport	1,772	1,864	7,570	252	480
U. of Central Arkansas	1,078	1,594	5,349	197	229
U. of Dallas	784	453	2,030	82	141
U. of Dayton	4,392	2,715	9,317	349	564
U. of Evansville	1,359	1,626	4,817	203	281
U. of Guam	711	946	2,511	154	191
U. of Hartford	2,489	1,869	9,730	287	622
U. of Montevallo *Pub*	758	1,363	2,990	145	165
U. of North Alabama	1,749	2,023	5,146	190	227
U. of Northern Colorado *Pub*	3,964	5,591	10,794	523	690
U. of Northern Iowa *Pub*	3,652	4,528	10,782	549	617
U. of Portland	998	944	2,708	111	141
U. of Puget Sound	1,696	1,567	3,817	196	286
U. of Redlands	1,667	1,310	3,462	123	337
U. of Richmond	1,823	1,181	4,409	194	288
U. of Santa Clara	2,666	1,901	7,059	233	345
U. of Science and Arts of Okla.	437	578	1,355	---	---
U. of Scranton	1,924	1,061	4,437	151	236
U. of South Alabama *Pub*	2,628	2,386	6,971	327	387
U. of Southern Colorado	2,389	1,677	5,000	289	339
Valdosta S.C.	1,548	1,905	5,059	220	261
Valley City S.C.	416	491	1,137	52	62
Valparaiso U.	1,734	1,968	4,381	264	317
Virginia Military Inst. *M Pub*	1,317	---	1,328	116	129
Virginia S.C.	1,418	1,824	4,515	235	266

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Wake Forest U.	2,874	1,417	4,510	549	943
Washburn U. of Topeka *Pub*	1,771	1,423	5,684	155	185
Washington and Lee U. *M*	1,635	82	1,727	148	167
Wayne S.C.	856	1,031	2,493	81	110
West Georgia C.	1,512	1,823	5,127	256	277
West Liberty S.C.	1,032	1,029	2,679	146	171
West Virginia C. of Grad. Studies	58	45	3,006	50	138
West Virginia Inst. of Tech.	1,544	677	3,237	133	179
West Virginia S.C.	1,056	803	3,678	135	202
Western Connecticut S.C.	1,210	1,518	5,496	163	269
Western Illinois U. *Pub*	5,676	4,497	12,554	694	752
Western Kentucky U.	4,372	4,552	13,224	581	591
Western Montana C. *Pub*	295	273	860	35	43
Western New England C.	1,633	682	4,824	96	285
Western New Mexico U. *Pub*	475	433	1,628	63	108
Western Washington U.	4,120	4,358	9,800	409	462
Wheelock C.	19	643	936	58	96
Widener C.	1,142	846	3,924	133	184
William Paterson S.C. of N.J.	3,019	3,523	9,118	393	590
Winona S.U.	1,565	2,083	4,709	185	222
Winthrop C. *Pub*	886	2,287	4,640	195	237
Wittenberg U.	1,079	1,166	2,546	125	140
Wright S.U.	3,711	3,527	14,350	681	907
Xavier U., Ohio	1,384	897	6,341	163	275
Youngstown S.U.	5,287	4,432	15,652	405	805
TOTALS	**437,511**	**449,545**	**1,310,762**	**54,313**	**73,957**

TABLE 5

Independent Colleges of Arts and Sciences (Liberal Arts)

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Adrian C.	349	354	824	60	78
Agnes Scott *W*	—	525	557	67	84
Albertus Magnus *W*	1	364	556	27	59
Albion C.	961	802	1,793	113	125
Albright C.	607	648	1,614	82	100
Alderson-Broaddus C.	297	535	906	65	92
Alfred U.	914	814	1,853	134	172
Allegheny C.	984	873	1,887	---	---
Allentown C. of St. Francis de Sales	265	297	661	---	---
Alliance C.	116	71	213	22	36
Alma C.	575	585	1,183	67	90
Alvernia C.	159	216	828	17	70
Alverno C. *W*	1	718	1,165	70	107
American International C.	855	637	2,269	74	126
Amherst C.	1,013	463	1,489	118	137
Anderson C.	843	946	2,041	104	171
Andrews U.	1,399	1,015	2,924	192	250
Angelo S.U. *Pub*	2,029	1,988	5,468	192	232
Anna Maria C.	48	351	1,178	27	103
Annhurst C.	87	237	347	23	55
Antillian C.	289	362	750	38	47
Aquinas C.	451	541	1,918	72	107
Arkansas C.	198	235	536	23	60
Arkansas Tech. U.	1,229	900	2,682	121	137
Asbury C.	596	651	1,270	96	102
Ashland C.	1,122	748	2,189	---	---
Assumption C.	727	771	1,977	67	127
Athenaeum of Ohio *M*	179	44	248	26	44
Athens C.	297	239	1,323	39	75
Atlantic Christian C.	549	891	1,590	88	117
Atlantic Union C.	237	335	686	55	85
Augsburg C.	648	868	1,625	89	156
Augustana C., Ill.	1,079	1,135	2,363	111	140
Augustana C., S.D.	744	1,147	2,280	122	144

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Aurora C.	260	261	944	39	63
Austin C.	626	472	1,119	77	96
Averett C.	240	566	1,105	44	50
Avila C.	195	685	1,917	69	199
Azusa Pacific C.	593	693	1,471	90	122
Baker U.	475	390	885	54	59
Baldwin-Wallace C.	1,034	857	3,244	135	187
Baptist C. at Charleston	677	792	2,397	79	98
Barat C. *W*	---	393	737	---	---
Barber-Scotia C.	155	242	401	26	45
Bard C.	288	350	698	51	80
Barrington C.	189	239	516	35	60
Barry C.	196	868	2,033	76	104
Bartlesville Wesleyan C.	179	212	608	22	55
Bates C.	749	603	1,365	107	120
Bayamon Central U.	1,187	1,167	2,911	61	101
Beaver C.	109	566	1,723	54	122
Belhaven C.	177	260	694	26	46
Bellarmine C.	461	417	1,859	57	92
Bellevue C.	355	225	2,190	27	82
Belmont C.	503	489	1,314	66	126
Beloit C.	512	479	1,013	75	105
Benedict C.	599	1,146	1,761	109	115
Benedictine C., The	472	454	1,006	67	78
Bennett C., North Carolina *W*	---	614	620	44	57
Bennington C.	198	451	653	57	78
Berea C.	591	756	1,432	101	134
Berry C.	565	794	1,562	82	98
Bethany C., Kansas	389	339	759	45	67
Bethany C., W. Va.	535	380	941	64	77
Bethany Nazarene C.	491	565	1,311	66	98
Bethel C., Ind.	175	190	439	18	38
Bethel C., Kansas	303	252	638	35	69

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Bethel C., Tenn.	159	136	360	---	---
Bethel C. and Sem., Minn.	1,052	993	2,322	104	165
Birmingham-Southern C.	606	534	1,256	---	---
Biscayne C.	930	665	2,277	55	172
Blackburn C.	196	227	449	39	50
Bloomfield C.	883	619	2,440	54	160
Blue Mountain C. *W*	56	198	340	26	32
Bluefield C.	167	140	344	22	33
Bluffton C.	258	302	626	41	52
Bowdoin C.	804	561	1,381	104	112
Bradford C.	79	163	316	20	44
Brenau C. *W*	213	624	1,025	45	102
Brescia C.	183	297	832	54	76
Briar Cliff C., Iowa	311	529	1,179	53	59
Bridgewater C.	439	440	917	55	67
Bryan C.	257	263	557	32	42
Buena Vista C.	553	396	1,100	50	75
Cabrini C.	81	311	570	29	70
Caldwell C. *W*	---	378	673	42	78
California Baptist C.	326	322	763	39	57
California Inst. of Asian Studies	45	30	140	2	32
California Lutheran C.	659	711	2,494	73	257
Calumet C.	263	250	1,592	37	85
Calvin C.	1,781	1,911	3,977	204	254
Cameron U. *Pub*	1,379	1,432	4,717	175	208
Campbell C.	1,112	788	2,159	126	149
Campbellsville C.	260	322	652	45	58
Canal Zone C.	183	237	1,638	32	81
Cardinal Glennon C. *M*	91	---	91	12	28
Cardinal Stritch C.	103	378	1,120	38	110
Caribbean Ctr. for Advanced Studies	63	87	216	5	15
Carleton C.	953	879	1,850	---	---

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Carlow C. *W*	20	705	921	---	---
Carroll C., Montana	473	600	1,384	73	108
Carroll C., Wisc.	528	579	1,276	78	110
Carson-Newman C.	779	759	1,611	93	115
Carthage C.	565	551	1,502	80	97
Catawba C.	525	398	978	52	58
Cathedral C. of the Immaculate Conception *M*	167	0	167	22	36
Cedar Crest C. *W*	1	660	931	58	83
Cedarville C.	537	609	1,185	55	87
Centenary C. of La.	359	337	896	64	98
Central Methodist C., Mo.	302	296	627	61	70
Central U. of Iowa	648	767	1,483	70	91
Centre C. of Ky.	437	311	754	65	70
Chaminade U. of Honolulu	523	354	2,299	48	166
Chapman C.	1,343	1,243	4,917	77	351
Chatham C. *W*	---	536	691	56	89
Chestnut Hill C. *W*	---	633	865	49	87
Christ C., Irvine	67	53	126	12	27
Christian Brothers C.	763	360	1,183	64	97
Christopher Newport C.	782	864	3,839	112	201
Claflin C.	288	556	852	60	63
Claremont Men's C.	705	158	865	88	98
Clark C., Ga.	648	1,195	1,876	95	117
Clarke C., Iowa *W*	2	413	643	50	67
Clearwater Christian C.	77	79	180	9	18
Cleveland C. of Jewish Studies	4	7	104	4	14
Coe C.	548	458	1,243	71	104
Coker C.	86	169	321	34	43
Colby C.	864	762	1,666	115	132
Colgate U.	1,365	939	2,325	164	197
C. Misericordia *W*	79	689	947	75	94
C. of the Atlantic	44	72	138	10	24
C. of Boca Raton	179	271	461	14	37

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
C. of Charleston	1,513	2,116	5,164	184	195
C. of Great Falls	228	284	1,201	41	80
C. of the Holy Cross	1,479	1,091	2,695	162	199
C. of Idaho	264	207	818	42	62
C. of Mt. St. Joseph on the Ohio *W*	46	833	1,355	55	113
C. of Mt. St. Vincent	59	861	1,288	65	82
C. of New Rochelle	445	2,348	4,073	78	404
C. of Notre Dame, Calif.	254	422	1,192	45	119
C. of Notre Dame of Maryland *W*	1	506	903	54	84
C. of Our Lady of the Elms *W*	---	377	447	26	61
C. of the Ozarks	274	239	642	26	45
C. of St. Benedict *Coord*	---	1,605	1,988	88	123
C. of St. Catherine	2	1,968	2,201	112	171
C. of St. Elizabeth *W*	---	475	675	42	78
C. of St. Francis	209	343	3,190	41	152
C. of St. Joseph the Provider	31	130	323	9	38
C. of St. Mary, Nebr. *W*	23	369	563	43	76
C. of St. Rose	230	909	2,488	85	172
C. of St. Scholastica	208	863	1,162	73	126
C. of St. Thomas, Minn. *M*	2,105	571	4,482	145	285
C. of Santa Fe	349	381	1,129	50	70
C. of the Southwest	19	47	156	10	24
C. of Steubenville	269	315	868	37	54
C. of the Virgin Islands *Pub*	146	369	1,848	58	158
C. of Wooster	904	792	1,776	118	148
Colorado C.	940	921	1,872	140	167
Colorado Women's C. *W*	---	225	422	28	56
Columbia Christian C.	124	134	307	17	30
Columbia C., Mo.	387	542	1,005	54	71
Columbia C., S. Carolina *W*	3	846	1,002	59	80
Columbia Union C.	249	348	865	54	78
Conception Sem. C. *M*	86	---	98	11	21
Concordia C., Mich.	323	227	556	46	56
Concordia C., N.Y.	185	237	455	34	74

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Concordia C., Oregon	143	152	300	28	38
Concordia C. at Moorhead	1,154	1,467	2,667	148	192
Connecticut C.	664	990	1,888	131	184
Converse C. *W*	8	741	972	79	87
Cornell C., Iowa	461	410	880	65	95
Culver-Stockton C.	183	158	405	34	42
Cumberland C.	837	910	1,980	90	126
Curry C.	414	356	856	57	100
Daemen C.	393	742	1,317	70	122
Dakota Wesleyan U.	185	257	506	34	60
Dallas Christian C.	64	44	140	9	13
Dana C.	216	215	452	35	43
Daniel Webster C.	294	69	378	10	21
David Lipscomb C.	1,000	1,057	2,196	98	117
Davidson C. *M*	920	422	1,352	94	118
Davis and Elkins C.	440	398	980	63	83
Defiance C.	326	305	802	47	50
Denison U.	1,055	977	2,060	148	170
DePauw U.	1,038	1,194	2,372	138	185
Dickinson C.	817	855	1,727	110	110
Dickinson S.C.	427	554	1,093	71	82
Dillard U.	299	897	1,217	64	90
Divine Word C. *M*	94	---	96	20	25
Doane C.	328	316	657	48	59
Dr. Martin Luther C.	236	586	826	72	72
Dominican C. of Blauvelt	159	378	1,161	41	60
Dominican C. of San Rafael *W*	82	297	646	37	101
Dominican House of Studies	36	---	42	7	9
Dominican Sch. of Phil. and Theol.	74	10	88	11	16
Don Bosco C. *M*	83	---	83	13	17
Dordt C.	515	672	1,218	64	72
Dowling C.	857	679	2,270	60	224
D'Youville C. *W*	109	1,057	1,538	---	---

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Earlham C.	485	537	1,047	72	87
East Texas Baptist C.	367	333	828	40	54
Eastern C.	219	349	684	38	69
Eastern Mennonite C.	377	628	1,056	70	98
Eckerd C.	510	364	911	62	62
Edgecliff C.	124	420	868	41	82
Edgewood C.	88	243	430	41	60
Edward Waters C.	233	363	660	30	44
Eisenhower C.	274	212	494	43	56
Elizabethtown C.	587	835	1,683	98	135
Elmira C.	432	519	2,158	63	159
Elon C.	1,208	848	2,402	89	125
Emerson C.	631	764	1,698	83	139
Emmanuel C., Mass. *W*	3	609	994	53	92
Emory and Henry C.	393	380	840	54	65
Erskine C.	348	332	703	40	44
Eureka C.	247	166	416	29	51
Evangel C.	576	790	1,460	---	---
Fairfield U.	1,445	1,343	3,705	171	326
Ferrum C.	785	511	1,526	63	71
Findlay C.	321	324	926	---	---
Fisk U.	412	706	1,149	83	97
Flagler C.	318	391	745	32	53
Florida Beacon C.	34	14	55	4	14
Florida Southern C.	766	860	1,927	90	130
Fontbonne C.	75	535	878	61	104
Fort Lewis C. *Pub*	1,422	1,176	2,926	126	132
Fort Wright C. of the Holy Names	68	141	405	36	75
Francis Marion C.	900	804	2,703	90	104
Franklin and Marshall C.	1,267	811	2,929	124	160
Franklin C. of Indiana	335	306	668	56	76
Franklin U.	1,030	576	4,444	42	178
Fresno Pacific C.	219	229	727	32	44

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Friends U.	348	355	908	42	68
Friends World C.	53	99	170	13	22
Gallaudet C.	484	653	1,299	172	184
Gannon C.	1,353	898	3,005	---	---
Gardner-Webb C.	631	574	1,336	75	88
Geneva C.	622	452	1,291	58	88
George Fox C.	285	366	715	35	63
Georgetown C., Ky.	464	435	1,092	61	83
Georgian Court C. *W*	2	568	734	45	92
Gettysburg C.	1,002	943	1,951	136	163
Goddard C.	533	1,020	1,553	53	98
Gordon C.	391	500	934	54	73
Goshen C.	434	657	1,215	64	96
Goucher C. *W*	1	910	1,022	73	124
Graceland C.	550	620	1,239	84	109
Grand Canyon C.	386	353	1,115	31	68
Grand Rapids Baptist C. and Sem.	432	440	1,137	44	60
Grand View C.	357	545	1,186	51	84
Green Mountain C.	52	372	441	28	56
Greensboro C.	219	399	693	33	61
Greenville C.	341	413	856	45	69
Grinnell C.	707	536	1,256	102	120
Grove City C.	1,202	1,028	2,243	90	119
Guilford C.	762	544	1,738	76	92
Gustavus Adolphus C.	939	1,255	2,244	140	184
Gwynedd-Mercy C.	62	643	1,363	84	126
Hamilton C. *Coord*	1,011	568	1,583	---	---
Hampden-Sydney C. *M*	733	---	735	48	61
Hampshire C.	564	681	1,245	78	78
Hannibal-Lagrange C.	146	139	422	22	44
Hanover C.	488	421	926	59	66
Hardin-Simmons U.	579	614	1,732	96	120

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Harding C.	1,292	1,395	2,879	134	151
Hartwick C.	606	784	1,422	109	119
Hastings C.	324	366	730	55	61
Haverford C. *M*	925	30	957	57	101
Hawaii Loa C.	129	138	290	15	25
Heed U.	86	58	144	---	---
Heidelberg C.	447	412	916	73	102
Hellenic C.	123	23	153	20	29
Hendrix C.	526	469	1,002	53	57
High Point C.	523	475	1,066	55	75
Hillsdale C.	533	428	989	62	82
Hiram C.	531	459	1,134	77	87
Hobart and William Smith C.	1,094	691	1,799	118	137
Holy Apostles C.	52	1	73	14	22
Holy Family, Pa.	69	426	1,142	58	118
Holy Names C.	95	258	601	48	95
Holy Redeemer C. *M*	52	1	55	13	26
Hood C. *W*	28	944	1,190	92	149
Hope C.	1,108	1,000	2,371	135	155
Houghton C.	482	611	1,110	72	80
Houston Baptist U.	637	810	1,800	98	128
Howard Payne C.	533	536	1,296	74	95
Huntingdon C., Ala.	252	331	747	39	56
Huntington C., Ind.	255	242	580	31	62
Huron C.	150	124	317	29	35
Huston-Tillotson C.	325	245	616	36	53
Illinois C.	431	307	760	46	68
Immaculata C.	9	506	1,260	52	103
Immaculate Heart C.	91	313	642	39	82
Incarnate Word C.	166	701	1,354	83	117
Indiana Central U.	477	714	3,151	81	191
Inupiat U. of the Arctic	---	---	57	---	11
Iona C.	2,171	1,165	5,313	189	261
Iowa Wesleyan C.	227	363	765	44	72

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Jacksonville U., Fla.	1,052	680	2,104	85	159
Jamestown C.	217	246	560	37	50
Jarvis Christian C.	239	229	480	41	48
John Carroll U.	1,536	947	3,850	172	228
John Wesley C.	135	63	221	14	20
Johnson and Wales C.	1,602	1,337	3,656	114	205
Jordan C.	96	52	281	2	33
Judson C., Illinois	198	203	434	20	42
Juniata C.	650	484	1,153	71	92
Kalamazoo C.	756	688	1,444	85	93
Kansas Newman C.	200	236	652	36	54
Kansas Wesleyan U.	188	174	441	33	36
Kendall C.	145	149	371	23	32
Kentucky Wesleyan C.	273	343	854	52	85
Kenyon C.	849	612	1,474	101	116
Keuka C.	4	517	534	50	57
King C., Tenn.	167	118	316	28	37
King's C., N.Y.	349	475	853	45	64
King's C., Pa.	983	627	2,115	97	145
Knox C.	561	423	1,026	74	90
Knoxville C.	364	288	713	44	53
Ladycliff C. *W*	10	356	501	27	52
Lafayette C.	1,326	746	2,323	154	168
LaGrange C.	279	391	876	49	58
Lake Erie C.	114	484	1,090	47	93
Lake Forest C.	517	501	1,110	82	97
Lakeland C.	284	205	595	27	43
Lambuth C.	251	405	807	56	72
Lander C. *Pub*	524	799	1,694	82	97
Lane C.	317	334	673	40	45
LaRoche C.	271	324	1,260	32	103
LaSalle C.	2,176	1,312	5,880	191	349

TABLE 3—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Lawrence U.	561	569	1,184	113	133
Lebanon Valley C.	487	453	1,344	77	110
Lee C., Tenn.	633	581	1,313	53	75
LeMoyne, N.Y.	1,041	813	1,941	95	141
LeMoyne-Owen C., Tenn.	343	618	990	---	---
Lenoir-Rhyne C.	501	692	1,273	92	105
Lewis U.	1,097	645	2,620	132	210
Lewis and Clark C.	1,102	1,140	3,030	145	202
Liberty Baptist C.	1,156	984	2,229	111	119
Limestone C.	658	393	1,124	33	77
Lincoln Memorial U.	379	422	1,067	50	68
Lindenwood Colleges, The	278	466	1,726	---	---
Linfield C.	528	404	1,103	71	99
Livingstone C.	450	349	921	46	61
Loras C.	841	547	1,721	88	101
Loretto Heights C.	132	540	791	57	96
Los Angeles Baptist C.	168	189	378	24	38
Louisiana C.	449	531	1,298	53	88
Loyola C., Md.	1,277	947	4,774	114	264
Lubbock Christian C.	471	482	1,126	58	97
Luther C., Iowa	863	1,080	1,999	125	147
Lycoming C.	657	444	1,179	70	75
Lynchburg C.	712	880	2,284	111	139
Macalester C.	827	819	1,763	117	164
MacMurray C.	216	393	743	52	68
Madonna C.	254	876	3,011	69	129
Malone C.	311	339	782	37	55
Manchester C.	551	532	1,152	70	87
Manhattan C.	2,787	857	4,786	220	310
Manhattanville C.	218	638	1,289	74	157
Marian C., Ind.	173	296	725	53	76
Marian C. of Fond du Lac	44	378	479	44	60
Marietta C.	855	482	1,590	97	118

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Marion C., Ind.	261	496	954	54	78
Marist C.	762	667	1,748	80	123
Marlboro C.	99	119	222	18	37
Mars Hill C.	657	897	1,808	95	152
Mary Baldwin C.	1	696	719	49	60
Mary C.	231	486	922	58	85
Mary Hardin-Baylor C.	198	528	1,005	50	62
Marycrest C.	92	466	1,046	59	96
Marygrove C.	97	474	870	44	55
Marymount C., Kansas	166	393	769	45	60
Marymount C., N.Y. *W*	38	940	1,106	59	110
Marymount C. of Va.	5	797	852	45	73
Marymount Manhattan C. *W*	19	780	2,105	45	165
Maryville C., Mo.	194	542	1,391	54	104
Maryville C., Tenn.	327	285	632	45	59
McMurry C.	433	381	1,372	56	98
McPherson C.	245	168	493	32	40
Mercy C. of Detroit	241	1,154	2,374	72	196
Mercyhurst C.	425	606	1,445	85	133
Meredith C. *W*	---	1,339	1,540	70	78
Merrimack C.	1,374	890	3,457	120	201
Mesa C., Colo.	1,225	1,026	3,372	123	211
Messiah C.	416	609	1,149	51	81
Methodist C.	392	365	972	47	67
Miami Christian C.	98	74	322	10	23
Mid-America Nazarene C.	466	480	1,121	45	76
Middlebury C.	995	908	1,916	142	164
Midland Lutheran C.	289	410	808	58	84
Midwest Christian C.	47	47	142	10	14
Miles C.	438	521	1,215	110	127
Milligan C.	299	385	772	45	60
Millikin U.	723	644	1,538	---	---
Mills C. *W*	22	896	985	67	108
Millsaps C.	474	379	972	59	83

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Milton C.	321	97	754	23	40
Missouri Baptist C.	111	101	428	19	33
Missouri Valley C.	215	131	364	31	41
Mobile C.	268	481	967	51	62
Molloy C. *W*	14	1,040	1,376	118	175
Monmouth C., Ill.	348	315	675	58	71
Monmouth C., N.J.	1,057	1,028	3,865	143	210
Monterey Inst. of Foreign Studies	141	195	382	29	54
Mt. Holyoke C. *W*	3	1,939	1,971	153	202
Mt. Marty C.	156	320	582	43	64
Mt. Mary C. *W*	---	803	1,115	60	121
Mt. Mercy C., Iowa	165	527	1,015	57	84
Mt. St. Mary C., N.Y.	69	647	1,046	58	70
Mt. St. Mary's C., Calif.	7	868	1,062	69	126
Mt. St. Mary's C., Md.	770	527	1,405	70	85
Mt. Senario C.	164	136	422	27	50
Mt. Union C.	570	450	1,044	75	95
Mt. Vernon C.	---	434	484	20	40
Mt. Vernon Nazarene C.	387	449	940	43	59
Muhlenberg C.	863	658	2,048	95	114
Mundelein C. *W*	43	788	1,563	76	136
Muskingum C.	495	418	938	78	91
Nasson C.	372	256	642	40	53
Nathaniel Hawthorne C.	364	96	462	31	49
National C. of Education, incl.	(51)	(557)	(1,447)	---	---
Main Campus	40	380	1,232	---	---
Urban Campus	11	177	215	---	---
Nazareth C., Mich. *W*	33	311	620	31	62
Nebraska Wesleyan U.	507	504	1,160	72	99
New England C.	744	437	1,196	---	---
Newberry C.	480	309	817	50	69
Niagara U.	1,516	1,609	4,005	183	266
North Carolina Wesleyan C.	300	244	745	30	34

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
North Central C.	498	344	1,036	55	78
North Park C. and Theol. Sem.	618	654	1,363	75	79
Northland C.	352	260	702	36	49
Northwest Christian C.	139	111	286	14	24
Northwest Nazarene C.	496	641	1,234	55	77
Northwestern C., Iowa	350	410	802	43	69
Northwestern C., Minn.	326	328	706	32	62
Notre Dame C., N.H.	25	321	489	31	55
Notre Dame C., Ohio *W*	3	324	578	34	67
Oakland City C.	274	186	526	28	39
Oberlin C.	1,291	1,334	2,779	197	257
Occidental C.	830	791	1,732	113	148
Oglethorpe U.	369	308	1,030	33	45
Ohio Dominican C.	243	382	860	42	69
Oklahoma Christian C.	602	745	1,529	51	70
Olivet Nazarene C.	734	1,000	1,981	86	116
Oral Roberts U.	1,916	1,642	3,970	221	303
Ottawa U.	344	438	938	33	47
Otterbein C.	553	660	1,585	86	102
Our Lady of Angels C. *W*	13	296	674	35	73
Our Lady of Holy Cross C.	65	156	783	33	105
Our Lady of the Lake U. of San Antonio	249	666	1,709	90	120
Pacific Union C.	1,002	982	2,192	125	152
Paine C.	246	539	817	44	63
Palm Beach Atlantic C.	205	194	580	40	63
Panhandle S.U.	473	321	944	57	68
Paul Quinn C.	212	182	421	31	33
Pepperdine U.	2,736	1,922	7,361	187	487
Pfeiffer C.	415	419	936	59	74
Philander Smith C.	277	244	627	28	57
Pikeville C.	282	216	615	45	63

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Pitzer C.	300	485	804	50	60
Point Loma C.	625	916	1,770	94	120
Point Park C.	697	616	2,011	80	140
Pomona C.	705	652	1,362	123	141
Pontifical C. Josephinum, The	174	1	188	25	40
Presbyterian C.	480	392	896	47	53
Principia C.	389	465	882	---	---
Quincy C.	391	432	990	71	85
Rabbinical C. of America *M*	225	---	225	9	14
Ramapo C. of N.J. *Pub*	1,449	1,040	4,018	154	157
Randolph-Macon C.	557	369	929	58	75
Randolph-Macon Women's C. *W*	1	722	755	64	79
Reed C.	655	456	1,149	77	106
Regis C., Colo.	571	346	1,055	75	95
Regis C., Mass. *W*	---	787	1,166	50	75
Richard Stockton S.C.	2,450	1,807	4,914	165	211
Rio Grande C.	403	395	1,103	---	---
Ripon C.	504	411	931	63	82
Rivier C. *W*	53	515	1,709	40	106
Roanoke C.	527	596	1,344	65	84
Roberts Wesleyan C.	176	416	631	59	90
Rockford C.	258	291	1,055	55	63
Rockhurst C.	753	472	3,497	79	222
Rockmont C.	111	90	237	14	22
Rocky Mountain C.	247	245	515	---	---
Rollins C.	1,097	891	4,634	104	254
Rosary C.	177	674	1,641	77	134
Rosemont C. *W*	---	476	601	34	80
Russell Sage C.	---	1,408	1,582	---	---
Rust C.	216	360	649	34	39
Sacred Heart Sem., Mich. *M*	49	---	112	10	18
Sacred Heart U., Conn.	536	644	3,041	---	---

TABLE *—Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Andrews Presbyterian C.	329	243	598	47	55
St. Anselm's C.	922	670	1,932	105	146
St. Augustine's C.	692	940	1,762	71	91
St. Basil's C. *M*	11	---	11	---	---
St. Fidelis C. *M*	26	---	26	4	10
St. Francis C., N.Y.	1,177	803	3,356	71	188
St. Francis C., Pa.	665	482	1,654	62	89
St. Francis de Sales C. *M*	80	---	88	11	29
St. Hyacinth C. and Sem. *M*	44	---	51	10	20
St. John Fisher C.	889	569	1,651	70	134
St. John's C., Calif. *M*	109	---	109	23	46
St. John's C., incl.	(353)	(302)	(661)	(73)	(87)
Main Campus	202	166	371	47	50
New Mexico Campus	151	136	290	26	37
St. Joseph C., Conn. *W*	3	661	869	73	107
St. Joseph Sem. C.	123	---	128	3	29
St. Joseph's C., Ind.	590	344	976	50	76
St. Joseph's C., Maine	113	287	492	33	50
St. Joseph's C., N.Y.	149	785	1,917	70	138
St. Joseph's U., Pa.	1,659	931	5,587	126	267
St. Lawrence U.	1,281	1,198	2,658	152	175
St. Leo C.	583	411	1,024	44	62
St. Louis Christian C.	82	54	159	12	19
St. Martin's C.	216	172	781	32	79
St. Mary C., Kansas *W*	53	362	776	---	---
St. Mary of the Plains C.	205	272	605	38	53
St. Mary-of-the-Woods C. *W*	---	422	565	39	66
St. Mary's C., Ind.	19	1,774	1,839	120	166
St. Mary's C., Michigan	97	35	300	26	54
St. Mary's C. of California	1,032	865	2,120	70	153
St. Mary's C. of Maryland	519	578	1,298	64	83
St. Mary's Dominican C.	21	415	709	31	72
St. Meinrad C. *M*	193	---	203	34	38
St. Michael's C.	957	602	1,587	90	104

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Norbert C.	805	715	1,559	86	97
St. Olaf C.	1,430	1,477	2,971	187	237
St. Patrick's C.	45	---	45	11	17
St. Paul's C., Va.	296	307	615	41	47
St. Peter's C.	1,434	1,096	4,295	126	326
St. Thomas Aquinas C.	274	410	1,118	46	73
St. Vincent C. *M*	791	---	946	59	82
St. Xavier C.	341	905	1,927	102	155
Salem C., N. Carolina *W*	2	560	659	58	68
Salem C., W. Va.	458	441	1,339	58	72
Salve Regina-The Newport C.	118	785	1,593	64	133
Sarah Lawrence C.	173	625	912	79	122
School of the Ozarks	490	535	1,233	80	86
Scripps C. *W*	---	567	576	47	62
Seminary of St. Pius X *M*	103	---	103	10	22
Seton Hill C. *W*	---	739	878	49	78
Shaw C. at Detroit	286	369	762	42	49
Shaw U.	680	525	1,263	62	75
Sheldon Jackson C.	90	75	244	25	31
Shimer C.	114	178	309	20	40
Shorter C., Ga.	346	447	832	46	53
Siena C., N.Y.	1,388	886	3,054	116	171
Siena Heights C.	248	429	1,172	59	106
Silver Lake C.	35	173	341	33	48
Simons Rock Early C.	69	130	201	27	33
Simpson C., Calif.	139	112	394	20	30
Simpson C., Iowa	403	351	810	60	72
Sioux Falls C.	228	309	760	43	52
Skidmore C.	331	1,679	2,019	159	187
Smith C. *W*	11	2,514	2,553	---	---
Southeastern Baptist C.	18	3	63	5	7
Southern Benedictine C.	209	145	401	24	48
Southern California C.	271	243	696	31	55
Southern Missionary C.	640	773	1,825	---	---

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Southern Vermont C.	134	156	385	15	32
Southwest Baptist C.	615	695	1,383	75	89
Southwestern Adventist C.	309	309	717	42	66
Southwestern Assemblies of God C.	395	340	809	17	31
Southwestern Baptist Bible C., Arizona	85	60	289	11	18
Southwestern C., Kansas	291	287	665	44	55
Southwestern U., Texas	404	479	964	55	77
Spalding C.	31	407	988	59	90
Spelman C. *W*	---	1,240	1,262	90	102
Spertus C. of Judaica	126	172	453	11	23
Spring Arbor C.	337	404	845	42	70
Spring Hill C.	469	372	904	50	67
Stephens C. *W*	33	1,444	1,740	146	158
Sterling C.	255	252	531	36	47
Stillman C.	236	350	606	34	38
Stonehill C.	903	847	2,535	74	173
Susquehanna U.	799	594	1,630	106	121
Swarthmore C.	716	565	1,293	138	169
Sweet Briar C. *W*	1	660	669	70	79
Tabor C.	191	198	433	25	46
Talladega C.	205	441	704	45	62
Tarkio C.	190	132	336	31	37
Taylor U.	686	792	1,539	79	96
Tennessee Temple C.	1,000	1,072	2,368	79	108
Texas Lutheran C.	480	452	1,322	60	75
Texas Wesleyan C.	510	483	1,504	74	99
Thiel C.	591	459	1,092	58	77
Thomas More C.	387	317	1,276	44	93
Tift C. *W*	62	549	740	30	36
Tougaloo C.	321	512	918	70	77
Transylvania U.	356	364	769	58	84

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Trevecca Nazarene C.	451	280	789	46	71
Trinity Christian C.	153	173	402	23	42
Trinity C., Conn.	932	711	2,057	129	165
Trinity C., D.C.	4	467	794	45	75
Trinity C., Ill.	323	379	805	37	95
Trinity C., Vt. *W*	9	305	532	26	54
Tusculum C.	229	199	448	26	32
Union C., Ky.	196	235	1,239	44	68
Union C., Nebr.	353	394	934	51	86
Union C., N.Y.	1,512	670	3,240	138	179
Union of Experimenting Colleges and Universities	625	994	1,619	---	---
Union U., Tenn.	368	576	1,217	61	83
U.S. International U.	1,538	783	2,961	91	169
Unity C.	321	80	431	26	37
U. of Dubuque	401	250	1,028	48	62
U. of New England	262	134	406	27	45
U. of the Sacred Heart, Puerto Rico	1,518	2,511	5,929	83	256
U. of San Diego	1,543	1,310	3,772	152	227
U. of the South, Tenn.	643	421	1,097	98	113
U. of Tampa	1,014	649	2,423	79	142
U. of West Los Angeles	101	93	888	8	50
Upper Iowa U.	277	170	522	29	37
Upsala C.	634	506	1,732	67	116
Ursinus C.	593	414	1,034	60	85
Ursuline C., Ohio *W*	9	483	838	44	86
Vassar C.	885	1,391	2,387	186	228
Vermont Inst. of Community Involvement	23	42	97	0	41
Villa Maria C., Pa. *W*	2	520	617	52	73
Villanova U.	4,049	2,480	9,528	429	463
Virginia Intermont C.	52	510	686	41	51

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Virginia Union U.	515	562	1,178	77	134
Virginia Wesleyan C.	401	353	775	39	58
Wabash C. *M*	808	---	810	67	79
Wadhams Hall Sem. and C. *M*	76	---	76	11	19
Wagner C.	824	1,066	2,109	102	228
Walla Walla C.	826	761	1,868	129	163
Walsh C.	219	200	690	33	55
Warner Pacific C.	186	188	462	26	55
Warner Southern C.	115	122	260	19	32
Warren Wilson C.	239	281	529	45	67
Wartburg C.	511	575	1,130	76	86
Washington C.	394	342	858	59	67
Washington and Jefferson C.	681	301	1,310	81	100
Washington International C.	90	53	262	---	70
Wayland Baptist C.	325	274	1,247	54	71
Waynesburg C.	473	302	817	49	63
Webster C.	1,087	666	4,074	73	291
Wellesley C.	4	1,946	2,114	222	283
Wells C., N.Y. *W*	---	487	494	50	53
Wesley C.	30	37	88	9	15
Wesleyan C., Ga. *W*	---	450	498	48	60
Wesleyan U., Conn.	1,019	912	1,953	273	305
West Virginia Wesleyan C.	720	988	1,811	109	131
Westbrook C.	190	526	906	43	86
Western Baptist Bible C.	198	185	426	17	30
Western Maryland C.	633	683	1,359	89	157
Westmar C.	309	257	646	37	43
Westminster C., Mo. *M*	632	---	658	52	57
Westminster C., Pa.	767	824	1,927	107	138
Westminster C., Utah	424	458	1,422	60	109
Westmont C.	453	549	1,021	56	88
Wheaton C., Ill.	1,113	1,093	2,379	140	174
Wheaton C., Mass. *W*	1	1,137	1,173	84	121

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Wheeling C.	397	382	1,096	52	107
Whitman C.	608	564	1,200	78	96
Whittier C.	652	595	1,712	83	103
Whitworth C., Wash.	520	670	1,701	---	---
Wiley C.	290	308	615	32	42
Wilkes C.	1,105	902	2,683	142	148
Willamette U.	1,066	708	1,830	104	152
William Carey C.	373	570	1,748	50	124
William Jewell C.	631	663	1,674	84	143
William Penn C.	371	214	617	37	48
Williams C.	1,136	861	2,012	163	186
Wilmington C., Ohio	607	231	868	61	107
Wilson C., Pa. *W*	---	195	221	41	49
Windham C.	95	69	185	22	29
Wofford C.	789	165	981	57	71
World C. West	23	23	46	4	7
Xavier U., La.	669	1,018	1,934	120	162
Yankton C.	152	114	278	30	43
York C. of Pa.	888	1,051	3,620	90	189
TOTALS	**305,207**	**357,322**	**859,930**	**41,376**	**61,908**

TABLE 6

Music, Fine Arts, and Applied Arts Schools

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
American Conservatory of Music	93	82	380	28	168
Art Academy of Cincinnati	58	68	155	11	18
Art Center C. of Design	660	383	1,403	15	190
Berklee C. of Music	2,280	331	2,611	172	218
California C. of Arts and Crafts	367	542	1,136	30	128
California Inst. of the Arts	420	274	715	70	140
Center for Creative Studies	251	202	1,003	36	81
Chicago Conservatory C.	26	19	83	19	65
Cleveland Inst. of Art	228	283	532	37	70
Cleveland Inst. of Music	107	127	244	30	60
Columbus C. of Art and Design	332	313	797	42	67
Conservatory of Music of Puerto Rico	120	22	261	27	35
Cornish Inst. of Allied Arts	112	172	379	24	95
Cranbrook Academy of Art	87	58	145	9	9
Curtis Inst. of Music	69	71	140	---	60
Kansas City Art Inst.	306	262	613	43	53
Louisville School of Art	21	44	137	7	12
Manhattan School of Music	294	284	668	25	164
Maryland Inst. C. of Art	315	451	898	51	86
Memphis Academy of Arts	95	93	217	17	26
Minneapolis C. of Art and Design	305	335	682	47	66
Moore C. of Art W	---	481	687	37	84
New England Conservatory of Music	409	288	817	57	152
New School of Music	34	49	83	5	39
Parsons School of Design	494	956	1,753	40	90
Peabody Inst. of Baltimore	164	161	425	49	89
Philadelphia C. of the Performing Arts	171	129	352	14	101
Portland School of Art	73	124	200	12	18
Rhode Island School of Design	560	774	1,339	76	153

TABLE 6—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Louis Conservatory of Music	30	25	103	5	45
San Francisco Art Inst.	441	329	990	28	64
San Francisco Conservatory of Music	106	73	205	12	58
School of the Art Inst. of Chicago-Goodman School of Drama	452	596	1,849	74	157
Shenandoah C. and Conservatory of Music	237	448	822	75	122
Southern California Inst. of Architecture	205	45	254	21	34
Swain School of Design	85	91	182	14	17
Wisconsin Conservatory of Music	84	40	168	12	59
TOTALS	**10,091**	**9,025**	**23,428**	**1,271**	**3,093**

TABLE 7

Independent Law, Medicine, and Allied Health Schools

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Albany C. of Pharmacy	294	314	612	24	34
Albany Medical C.	424	139	578	283	315
Baylor C. of Dentistry	394	110	517	101	244
Brooklyn Law School	480	322	1,083	29	44
Calif. C. of Podiatric Medicine	333	42	375	18	48
Chicago C. of Osteo Medicine	331	52	383	125	205
C. of Medicine and Dentistry of N.J.	1,039	510	1,713	578	762
C. of Osteo Medicine and Surgery	443	81	524	53	81
Detroit C. of Law	310	97	850	23	45
Dickinson School of Law	335	140	475	15	35
Eastern Virginia Medical School	160	57	217	127	127
Fielding Inst.	143	216	359	---	---
Hahnemann Medical C.	809	881	1,836	395	2,369
Illinois C. of Optometry	513	74	588	31	69
Illinois C. of Podiatric Medicine	571	61	632	43	131
John Marshall Law School	797	204	1,639	41	78
Kansas City C. of Osteo Medicine	544	72	616	52	52
Kirksville C. of Osteo Medicine	427	66	500	63	78
Logan C. of Chiropractic	478	72	562	28	40
Los Angeles C. of Chiropractic	540	100	640	29	40
Mayo Medical School	123	39	162	---	---
Medical C. of Georgia	920	847	1,951	481	606
Medical C. of Ohio at Toledo *Pub*	283	111	396	199	224
Medical C. of Pennsylvania, The	224	332	593	165	432
Medical C. of Wisconsin	519	149	708	420	1,320
Medical U. of South Carolina	1,012	1,006	2,092	668	805
Meharry Medical C.	587	443	1,038	237	287
Mercer U. School of Pharmacy	219	105	326	34	55

TABLE 7—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
National C. of Chiropractic	769	105	874	33	62
New England C. of Optometry	266	85	351	44	76
New York Chiropractic C.	539	99	638	38	109
New York Law School *Pub*	582	252	1,278	39	78
Northeastern Ohio U.-C. of Medicine	62	33	95	43	43
Northwestern C. of Chiropractic	357	36	393	24	43
Oklahoma C. of Osteopathic Medicine	201	35	236	34	46
Pennsylvania C. of Optometry	475	97	574	27	54
Pennsylvania C. of Podiatric Medicine	386	78	464	31	139
Philadelphia C. of Osteo Medicine	683	135	818	127	245
Rush U.	386	487	950	419	519
St. Louis C. of Pharmacy	432	264	731	31	41
Southern Calif. C. of Optometry	329	84	413	37	77
Southern C. of Optometry	551	54	665	48	64
South Texas C. of Law	485	155	1,155	16	40
Southwestern U. School of Law, Calif.	734	298	1,755	43	85
Texas Chiropractic C.	271	41	312	15	19
Texas C. of Osteo Medicine	255	44	299	71	135
Thomas Jefferson U.	825	731	1,782	362	1,674
Thomas M. Cooley Law School	821	225	1,046	18	65
U. of Health Sciences-Chicago Medical School	402	170	641	193	222
Vermont Law School	237	88	325	20	26

TABLE 7—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
West Virginia School of Osteo Medicine	174	29	203	37	39
Western States Chiropractic C.	425	87	512	25	47
William Mitchell C. of Law	43	23	323	—	—
TOTALS	**23,942**	**10,377**	**38,798**	**6,037**	**12,474**

TABLE 8

Independent Technological, Business Administration, and Related Schools

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Aero-Space Inst.	56	16	72	6	11
Air Force Inst. of Tech. *Pub*	551	9	620	106	114
American Grad. School of International Management	842	64	918	64	87
American Technological U.	160	45	820	10	50
Armstrong C.	284	152	509	34	57
Arthur D. Little Management Ed. Inst.	55	4	59	---	26
Bridgeport Engineering Inst.	---	---	453	---	64
Bryant C. of Business Administration	1,740	1,097	5,180	85	206
Calif. Maritime Academy *M Pub*	464	20	484	29	31
Calif. School of Prof. Psychology-Los Angeles	101	153	281	17	63
Calif. School of Prof. Psychology-San Diego	149	88	239	18	48
Capitol Inst. of Tech.	272	15	520	10	29
Christian Heritage C.	238	211	476	15	72
Clarkson C. of Tech.	2,797	517	3,420	182	219
Cleary C.	40	118	459	14	28
Cogswell Polytech C.	312	18	414	22	40
Colby-Sawyer C.	3	666	700	35	63
C. of Insurance	239	66	1,825	27	131
Colcrado School of Mines *Pub*	2,075	320	2,690	217	238
Cooper Union	641	232	903	49	132
Detroit C. of Business	483	728	1,887	19	116
Dyke C.	181	501	1,446	23	68
General Motors Inst.	1,587	661	2,248	144	145
Georgia Inst. of Tech. *Pub*, incl.	(7,689)	(1,606)	(10,688)	(602)	(774)
Main Campus	7,689	1,606	10,688	602	774
Golden Gate U.	817	445	9,249	45	1,345
Harvey Mudd	415	58	478	51	80
Husson C.	470	377	1,266	37	45

TABLE 8—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Indiana Inst. of Tech.	323	54	408	22	41
Indiana Northern Grad. School of Professional Management	65	10	75	4	6
Inst. of Paper Chemistry	91	6	97	39	39
Jones C., incl.	(1,873)	(482)	(2,421)	(21)	(75)
Jacksonville Campus	912	232	1,186	11	36
Orlando Campus	961	250	1,235	10	39
Keller Graduate School of Management	60	22	722	10	50
Kennesaw C.	961	970	3,825	---	---
Lawrence Inst. of Tech.	2,446	291	4,860	54	220
Menlo C. *M*	430	188	628	41	58
Michigan Tech. U. *Pub*	5,209	1,418	7,130	344	472
Milwaukee School of Engineering	1,191	47	2,488	61	87
Montana C. of Mineral Science and Tech. *Pub*	708	266	1,310	59	73
National C. of Business	455	526	1,083	38	61
National U., Calif.	2,032	568	3,033	10	267
New Hampshire C.	2,175	964	4,162	43	67
New Jersey Inst. of Tech.	2,785	241	5,669	267	388
New Mexico Inst. of Mining and Tech. *Pub*	680	211	1,105	77	87
Nichols C. *M*	592	114	723	38	44
Nova U.	2,993	2,559	6,214	97	507
Ohio Inst. of Tech.	1,945	149	2,222	35	37
Oregon Grad. Ctr.	35	3	41	25	25
Pratt Inst.	1,956	1,457	4,249	136	386
Rose-Hulman Inst. of Tech. *M*	1,164	---	1,166	76	94
School of Visual Arts	1,057	915	4,689	415	415
South Dakota School of Mines and Tech. *Pub*	1,258	309	1,930	88	136

TABLE 8—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Spring Garden C.	574	98	1,038	51	81
Steed C.	439	214	736	15	33
Stevens Inst. of Tech. *M*	1,414	192	2,471	123	216
Strayer C.	430	726	1,807	43	102
Tampa C.	638	154	851	10	37
Tiffin U.	233	110	427	12	19
Tri-State U.	974	219	1,295	75	81
Tuskegee Inst.	1,519	1,638	3,296	358	375
U.S. Air Force Academy *M Pub*	4,139	387	4,526	569	569
U.S. Coast Guard Academy *M Pub*	840	69	909	124	124
U.S. Merchant Marine Academy *M Pub*	1,069	69	1,138	89	89
U.S. Military Academy *M Pub*	3,968	247	4,215	525	525
U.S. Naval Academy *M Pub*	4,179	221	4,400	494	494
U. of Rhode Island *Pub*	5,085	4,394	14,194	706	714
Walsh C. of Accountancy and Business Administration	126	80	1,393	5	57
Webb Inst. of Naval Architecture *M*	75	5	80	11	15
Wentworth Inst. of Tech.	1,819	80	2,167	123	127
Worcester Poly. Inst. *M*	2,219	303	3,321	186	222
TOTALS	**84,885**	**29,163**	**156,818**	**7,380**	**11,797**

TABLE 9

Bible Schools and Colleges

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
American Baptist C. of American Baptist Theol. Sem.	80	8	119	4	15
Appalachian Bible Inst.	125	87	243	7	18
Atlanta Christian C.	100	72	217	11	18
Baptist Bible C. of Pennsylvania	338	336	780	42	45
Berkshire Christian C.	67	51	136	9	22
Calvary Bible C.	171	151	432	11	33
Central Bible C.	640	399	1,115	38	64
Cincinnati Bible Sem.	233	166	601	21	33
Circleville Bible C.	99	82	231	13	17
Columbia Bible C.	364	243	726	28	46
Dallas Bible C.	116	47	249	14	24
Detroit Bible C.	70	38	301	8	26
Faith Baptist Bible C.	233	237	537	21	25
Fort Wayne Bible C.	199	192	510	23	39
Free Will Baptist Bible C.	275	202	544	22	29
Friends Bible C.	45	54	114	10	16
Grace Bible C.	76	66	216	9	19
Grace C. of the Bible	209	188	473	19	23
Great Lakes Bible C.	115	76	244	12	14
Gulf Coast Bible C.	154	117	332	16	19
Hillsdale Free Will Baptist C.	80	79	183	4	24
Johnson Bible C.	203	141	396	12	22
Kentucky Christian C.	206	193	441	17	25

TABLE 9—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Lancaster Bible C.	203	183	437	16	23
L.I.F.E. Bible C.	269	132	519	14	20
Lincoln Christian C.	346	220	683	30	64
Manhattan Christian C.	101	84	239	15	19
Mid-South Bible C.	49	17	121	8	13
Minnesota Bible C.	61	56	130	10	12
Moody Bible Inst.	690	557	1,254	88	98
Multnomah School of the Bible	367	256	689	39	40
Nebraska Christian C.	59	65	149	8	13
North Central Bible C.	288	244	607	18	30
Northeastern Bible C.	173	123	380	19	33
Northwest Bible C.	77	51	180	12	14
Northwest C.	366	282	727	23	38
Open Bible C.	62	34	104	8	10
Patten Bible C.	18	29	189	5	14
Philadelphia C. of the Bible	272	214	524	36	42
Piedmont Bible C.	232	130	440	19	25
Platte Valley Bible C.	16	15	57	7	11
Puget Sound C. of the Bible	77	55	159	8	13
Reformed Bible C.	93	98	235	12	19
St. Paul Bible C.	284	301	618	28	48
Selma U.	231	371	632	24	32
Southeastern Bible C., Ala.	120	88	282	16	26
Southeastern C. of the Assemblies of God	672	436	1,208	34	39

TABLE 9—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Toccoa Falls C.	222	162	450	25	30
United Wesleyan C.	129	73	225	10	16
Valley Forge Christian C.	325	223	619	17	25
Vennard C.	77	89	211	13	20
Washington Bible C.	201	140	506	21	35
West Coast Bible C.	92	87	203	14	18
Western Bible Inst.	97	74	214	11	17
TOTALS	**10,467**	**8,114**	**22,131**	**977**	**1,473**

TABLE 10

Theological Schools for Lay Workers

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Academy of the New Church C.	78	62	161	19	34
American Baptist Sem. of the West	22	19	41	10	13
Andover Newton Theol. School	135	125	444	19	73
Aquinas Inst. of Theol.	43	42	133	15	21
Asbury Theol. Sem.	535	60	714	35	42
Assemblies of God Grad. School	116	16	200	10	21
Austin Presbyterian Theol. Sem.	142	26	207	15	19
Bethany Theol. Sem.	50	25	127	12	18
Calvin Theol. Sem.	144	7	210	16	21
Catholic Theol. Union at Chicago	167	20	229	21	24
Central Baptist Theol. Sem.	50	13	82	7	9
Christ Sem.-Seminex	173	19	242	26	32
Church Divinity School of the Pacific	51	28	91	12	16
Colgate Rochester Divinity School/ Bexley Hall/Crozer Theol. Sem.	77	45	188	15	21
Columbia Theol. Sem.	129	24	305	13	34
Concordia Sem., Mo.	492	---	560	29	35
Concordia Theol. Sem., Ind.	474	---	503	26	31
Conservative Baptist Theol. Sem.	207	18	379	19	26
Covenant Theol. Sem.	126	12	180	15	19
Dallas Theol. Sem. *M*	772	2	919	34	52
Eastern Baptist Theol. Sem.	121	27	186	13	27
Eden Theol. Sem.	76	22	120	11	17
Emmanuel Sch. of Religion	40	---	114	6	16
Episcopal Divinity School	55	37	127	16	29
Fuller Theol. Sem.	842	134	1,769	36	56
Garrett-Evangelical Theol. Sem.	146	79	293	29	39
General Theol. Sem.	79	27	178	16	37
Gordon-Conwell Theol. Sem.	515	85	641	26	46
Grace Theol. Sem. and Grace C.	297	356	756	31	58
Graduate Theol. Union	235	110	380	1	5

TABLE 10—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Hebrew Theol. C.	72	12	202	11	27
Hebrew Union C.-Jewish Inst. of Religion, Calif.	41	28	171	10	24
Hebrew Union C.-Jewish Inst. of Religion, Ohio	120	31	154	30	33
Iliff School of Theol.	98	46	299	18	43
Immaculate Conception Sem.	117	8	244	12	40
Interdenominational Theol. Ctr.	248	41	304	14	40
Jesuit School of Theol. at Berkeley	121	35	319	29	43
Jewish Theol. Sem. of America	218	83	497	61	113
Kenrick Sem. *M*	136	---	142	14	20
Lancaster Theol. Sem.	80	26	263	13	21
Lexington Theol. Sem.	84	17	127	11	18
Louisville Presbyterian Theol. Sem.	117	39	231	14	16
Luther Theol. Sem., St. Paul	506	82	643	49	54
Lutheran School of Theol. at Chicago	162	45	261	19	19
Lutheran Theol. Sem., Gettysburg	193	46	276	14	19
Lutheran Theol. Sem., Phila.	106	40	226	12	27
Lutheran Theol. Southern Sem.	100	14	159	9	14
Mary Immaculate Sem.	52	---	64	7	14
Maryknoll Sem., N.Y.	91	28	184	17	38
McCormick Theol. Sem.	99	59	659	14	34
Meadville-Lombard Theol. School	16	11	35	4	5
Mennonite Brethren Biblical Sem.	91	5	111	8	24
Methodist Theol. School in Ohio	158	54	254	21	29
Midwestern Baptist Theol. Sem.	329	23	421	16	78
Mt. St. Alphonsus Sem.	77	---	77	14	19

TABLE 10—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Nashotah House	86	9	97	9	12
Nazarene Theol. Sem.	327	27	481	18	28
New York Theol. Sem.	8	2	160	10	42
North American Baptist Sem.	77	11	130	9	17
Northern Baptist Theol. Sem.	90	15	158	---	---
Northwest Baptist Sem.	55	1	71	4	17
Northwestern Lutheran Theol. Sem.	150	23	197	49	54
Notre Dame Sem. Grad. School of Theol., La.	55	---	68	13	19
Nyingma Inst.	14	2	16	6	10
Oblate C. of the Southwest	45	2	78	4	18
Pacific Lutheran Theol. Sem.	142	40	204	9	14
Pacific School of Religion	92	73	221	12	29
Payne Theol. Sem.	13	2	19	6	6
Pittsburgh Theol. Sem.	129	44	317	24	27
Presbyterian School of Christian Ed.	24	58	105	10	14
Princeton Theol. Sem.	425	157	872	56	71
Protestant Episcopal Theol. Sem., Va.	109	32	195	15	22
Rabbinical C. of Telshe	295	---	295	10	10
Reformed Presbyterian Theol. Sem. *M*	32	---	45	4	5
Reformed Theol. Sem.	214	8	280	17	22
St. Bernard's Sem.	63	2	99	13	20
St. Charles Borromeo Sem.	174	---	462	17	43
St. Francis Sem. *M*	38	---	38	10	16
St. Francis Sem. School of Pastoral Ministry	67	5	115	16	22
St. Mary of the Lake Sem.	113	---	141	16	26
St. Mary Sem.	66	---	70	11	17
St. Meinrad School of Theol. *M*	164	---	178	19	22
St. Paul Sem., Minn. *M*	125	---	133	9	17
St. Thomas Sem., Colo. *M*	132	6	166	28	41

TABLE 10—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Vincent Sem. *M*	64	---	72	9	23
San Francisco Theol. Sem.	192	60	903	18	22
Scarritt C.	36	71	126	13	20
School of Theol. at Claremont	109	45	272	13	50
Seabury-Western Theol. Sem.	64	12	86	12	13
Sem. of the Immaculate Conception	91	---	242	14	33
Sem. of St. Vincent de Paul	69	---	69	11	18
Theol. Sem. of the Reformed Episcopal Church	71	4	75	5	8
Trinity Evangelical Div. School	459	50	781	28	48
Trinity Lutheran Sem.	240	30	297	21	24
Union Theol. Sem. in Virginia	126	42	271	25	27
United Theol. Sem., Minn.	60	68	228	15	21
United Theol. Sem., Ohio	186	52	315	20	26
U. of Judaism	29	33	261	14	41
Wartburg Theol. Sem.	212	31	294	16	23
Washington Theol. Union, The	161	15	279	26	50
Wesley Theol. Sem.	143	68	345	25	37
Western Conservative Baptist Sem.	305	11	504	33	44
Western Theol. Sem.	86	6	128	12	23
Westminster Theol. Sem. *M*	290	7	385	10	29
Yeshivath Beth Moshe	66	2	68	3	6
TOTALS	**16,204**	**3,339**	**28,214**	**1,761**	**2,950**

TABLE 11

Full-time Freshman Enrollments in 809 Comparable Institutions

	1978-79			1977-78
	Men	Women	Total	Total
Unitary State College and University Systems	115,551	113,349	228,900	228,256
Public Universities and Institutions of Complex Organization	143,311	126,680	269,991	271,152
Private Universities and Institutions of Complex Organization	35,615	31,695	67,310	67,048
Multipurpose Colleges and Universities	72,081	76,559	148,640	152,985
Independent Colleges of Arts and Sciences (Liberal Arts)	57,932	72,286	130,218	127,649
Music, Fine Arts, and Applied Arts Schools	1,314	712	2,026	1,968
Independent Technological, Business Administration, and Related Schools	11,386	3,888	15,274	14,963
Bible Schools and Colleges	2,295	2,220	4,515	4,779
TOTALS	**439,485**	**427,389**	**866,874**	**868,800**

TABLE 12

Largest Institutions
(Including component units)

	Full-time	Rank	Grand Total	Rank
State University of New York	222,081	1	348,361	1
California State Univ. and College System	182,817	2	306,175	2
University of California	119,372	3	127,881	5
The City University of New York [a]	112,955	4	170,024	3
University of Wisconsin System	109,318	5	147,851	4
University of North Carolina	85,956	6	109,164	7
State University System of Florida	79,615	7	120,758	6
University of Texas System	71,262	8	98,142	8
State University and Community College System of Tennessee	51,094	9	88,830	9
University of Illinois	50,237	10	58,955	15
Pennsylvania State University	48,205	11	59,541	14
The Ohio State University	48,073	12	55,910	16
Oregon State Higher Education System	46,437	13	61,923	12
Indiana University	41,824	14	75,150	10
University of Minnesota	41,507	15	74,839	11
Utah Higher Education System	38,634	16	54,990	17
University of Maryland	37,361	17	59,842	13
University of Missouri	36,199	18	50,733	18
Michigan State University	36,125	19	46,567	22
University of Michigan	35,785	20	46,455	23
Louisiana State University System	34,877	21	48,049	21
Texas A & M University System	34,004	22	39,237	25
University of Tennessee	33,474	23	49,485	20
Rutgers, The State University of New Jersey	32,570	24	50,006	19
Purdue University	31,037	25	43,340	24
University of Washington	28,086	26	36,249	32
University of Colorado	26,459	27	35,714	34
Southern Illinois University System	25,772	28	---	---
University of Kentucky	25,696	29	37,856	27
University of Nebraska	25,378	30	39,117	26
Brigham Young University	24,410	31	37,652	29
University of Alabama	24,144	32	---	---
Arizona State University	23,658	33	37,122	31

[a]Enrollment for the Borough of Manhattan Community College was not reported.

TABLE 12—*Continued*

	Full-time	Rank	Grand Total	Rank
University of Cincinnati	23,606	34	37,736	28
University of Arkansas System	22,601	35	---	---
University of Puerto Rico	---	---	37,554	30
University of Houston	---	---	35,856	33
Harvard University	---	---	35,374	35

TABLE 13

Geographical Division Summary

Division and States	Comparable Institutions	Grand Total Students	
		1978-79	1977-78
New England	**(114)**	**(353,820)**	**(355,741)**
Connecticut	17	60,798	60,211
Maine	17	35,081	34,596
Massachusetts	49	173,909	177,038
New Hampshire	10	32,814	32,516
Rhode Island	6	29,866	29,585
Vermont	15	21,352	21,795
Middle Atlantic	**(232)**	**(1,275,707)**	**(1,279,279)**
New Jersey	28	155,560	155,990
New York	97	771,500	767,581
Pennsylvania	107	348,647	355,708
East North Central	**(271)**	**(1,277,646)**	**(1,280,490)**
Illinois	67	284,443	283,246
Indiana	47	202,762	206,167
Michigan	48	269,770	269,653
Ohio	73	347,267	349,548
Wisconsin	36	173,404	171,876
West North Central	**(182)**	**(566,817)**	**(565,691)**
Iowa	33	83,914	83,486
Kansas	23	68,116	69,139
Minnesota	35	145,120	144,006
Missouri	51	158,822	159,334
Nebraska	19	64,691	64,238
North Dakota	8	22,806	21,937
South Dakota	13	23,348	23,551
South Atlantic	**(212)**	**(891,197)**	**(880,489)**
Delaware	2	20,892	21,151
District of Columbia	11	58,355	57,848
Florida	29	163,374	161,217
Georgia	31	113,374	110,080
Maryland	22	118,842	120,368
North Carolina	38	137,737	136,059
South Carolina	23	77,951	74,912
Virginia	37	135,359	132,780
West Virginia	19	65,313	66,074
East South Central	**(109)**	**(462,674)**	**(459,857)**
Alabama	23	111,256	110,185
Kentucky	27	123,619	123,914
Mississippi	14	52,834	53,697
Tennessee	45	174,965	172,061

TABLE 13—*Continued*

Division and States	Comparable Institutions	Grand Total Students 1978-79	Grand Total Students 1977-78
West South Central	**(127)**	**(610,113)**	**(606,514)**
Arkansas	13	45,471	45,330
Louisiana	25	130,997	133,243
Oklahoma	19	82,189	82,385
Texas	70	351,456	345,556
Mountain	**(63)**	**(398,978)**	**(400,834)**
Arizona	5	68,530	66,591
Colorado	23	111,308	113,491
Idaho	5	21,235	20,953
Montana	9	28,198	28,822
Nevada	3	20,156	22,526
New Mexico	9	39,389	44,223
Utah	8	94,064	88,482
Wyoming	1	16,098	15,746
Pacific	**(134)**	**(765,777)**	**(794,124)**
Alaska	1	244	233
California	88	557,859	586,336
Hawaii	4	26,900	27,004
Oregon	23	77,414	76,869
Washington	18	103,360	103,682
Commonwealth and Territories	**(10)**	**(46,135)**	**(48,113)**
Canal Zone	1	1,638	1,389
Guam	1	2,511	2,843
Puerto Rico	7	40,138	41,762
Virgin Islands	1	1,848	2,119
TOTALS	**1,454**	**6,648,864**	**6,671,132**

TABLE 14

Survey of Percentage Changes in Enrollments, 1950-1978
(For 4-Year and Related Institutions)

Year	Full-time	Part-time	Grand Total	Freshmen
1978	-.9%	1.0%	-.3%	-.2%
1977	1.3	2.3	1.6	1.0
1976	.2	-3.2	-.8	3.7
1975	2.9	7.7	4.3	7.4
1974	2.0	8.0	3.7	4.6
1973	2.1	5.9	1.8	-1.7
1972	-.4	2.1	.2	-3.1
1971	3.2	.9	2.6	-.7
1970	4.9	2.2	4.2	3.8
1969	4.8	4.0	4.6	4.5
1968	6.2	6.2	6.2	4.9
1967	6.2	4.3	5.7	2.3
1966	8.0	.3	5.8	-.9
1965	12.7	3.3	10.0	17.3
1964	10.1	7.3	9.3	17.3
1963	6.2	6.0	6.3	3.8
1962	6.2	7.3	6.5	.3
1961	7.5	4.2	6.6	5.4
1960	6.2	3.9	5.5	11.4
1959	4.0	2.9	3.6	4.5
1958	4.1	8.6	5.4	7.1
1957	2.7	8.0	4.2	.3
1956	6.5	11.5	7.8	3.3
1955	9.0	6.5	8.3	9.4
1954	6.8	9.7	7.6	9.2
1953	2.2	-1.1	1.3	6.0
1952	-1.5	-2.8	-1.8	10.2
1951	-11.4	4.6	-7.8	-6.4
1950	-9.4	-3.2	-7.1	-8.5

Note: Percentages extracted from annual collegiate enrollment studies published in *School & Society* (1950-70), *Intellect* (1971-73), and *ACT Special Reports* (1974-78). Based on studies by Garland G. Parker since 1960 and the late Raymond Walters, 1950-59.